DOCUMENT RESUME

ED 054 830 LI 003 106

TITLE Introduction to Librarianship, with Special Reference to the Tanganyika Library Service.

INSTITUTION Tanganyika Library Service (Tanzania).

PUB DATE Sep 71

NOTE 73p.; (4 References)

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Foreign Countries; *Inservice Education; *Librarians; *Library Services; Library Technicians; Organization; *Public Libraries

IDENTIFIERS Africa; *Librarianship

ABSTRACT

Since the inception of the Tanganyika Library Service in 1963, in-service training has been run for newly recruited library staff. All along, however, it has been difficult to find suitable reading material for the training programme. Hence the need for writing these notes. The notes have been written by senior members of the Tanganyika Library Service staff and are based on the syllabus for the in-service course for library assistants. Although the notes have been written with the library assistants in mind they are suitable introductory information for trainee librarians and expatriate librarians who wish to get an overall picture of the operation of the Tanganyika Library Service. The information is mostly about how public libraries are, and should be, organized. (Author/NH)

1 U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INTRODUCTION TO LIBRARIANSHIP

with special reference to the Tanganyika Library Service

ED054830

TLS

REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

INTRODUCTION TO LIBRARIANSHIP

ED054830

with special reference to the Tanganyika Library Service

TLS

TANGANYIKA LIBRARY SERVICE

LI 003 106

ED054830

INTRODUCTION

Since the inception of the Tanganyika Library Service in 1963, in-service training has been run for newly recruited library staff. All along, however, it has been difficult to find suitable reading material for the training programme. Hence the need for writing these notes.

The notes have been written by senior members of the Tanganyika Library Service staff and are based on the syllabus for the in-service course for library assistants, copies of which are available on request. Although the notes have been written with the library assistants in mind they are suitable introductory information for trainee librarians and expatriate librarians who wish to get an overall picture of the operation of the Tanganyika Library Service.

The information is understandably mostly about how public libraries are, and should be, organised. As far as the organisation and management of school libraries and teachers college libraries in Tanzania are concerned, it is recommended that the Tanganyika Library Service MANUAL FOR SCHOOL LIBRARIES should be consulted.

E.E. Kaungamno,
Director of Library Services.

September 1971

TANGANYIKA LIBRARY SERVICE

Librarianship as a profession

I. INTRODUCTION

A profession is a body of persons professing or practising a particular calling e.g. The profession of the Barristers or that of Chartered Secretaries or Chartered Accountants. Librarianship is a profession or craft of librarians.

The duties of the librarian have changed with the changes of time. Until comparatively recently, the function of preservation was much stressed and the English terms, keeper or curator were in general use. This caretaker view of librarianship has since the last 19th century altered significantly due to the spread of mass education, growth of social movements for culture and reading, development of research in all fields of human endeavour and especially in science and technology. Today librarians in developed and developing countries feel that they have a vital role to play in education, literacy projects, research and material welfare of nations. Recent decades have witnessed the emergence of information scientists and documentalists who are basically librarians. According to J.L. Wheeler, "Librarianship is concerned with books and other textual materials, their discovery, selection, preparation and with increasing emphasis, their utilization by all classes and individuals, who have the intelligence to learn and the gumption to seek information, recreation or self-development from them". Like other crafts or professions, librarianship has established principles, methods and techniques developed by librarians over the years. Indeed, librarianship is a combination of scholarly background, technical proficiency and the dedication to the furtherence of learning. Note that academic brilliance is no indication of an aptitude for librarianship. The ability and the urge to know books are essentials and must be accompanied by a wide general knowledge of everyday affairs and a great interest in people. A librarian's work calls for persistence, imagination, humility, resourcefulness and the desire to go on learning throughout his life.

Librarianship in Britain.

The (British) Library Association founded in 1877 is the second oldest professional association after the American Library Association founded in 1876. Since 1877, the Library Association has been responsible for building up the profession in the United Kingdom, the Dominions and Colonies and now the

Librarianship as a profession

I. INTRODUCTION

A profession is a body of persons professing or practising a particular calling e.g. The profession of the Barristers or that of Chartered Secretaries or Chartered Accountants. Librarianship is a profession or craft of librarians.

The duties of the librarian have changed with the changes of time. Until comparatively recently, the function of preservation was much stressed and the English terms, keeper or curator were in general use. This caretaker view of librarianship has since the last 19th century altered significantly due to the spread of mass education, growth of social movements for culture and reading, development of research in all fields of human endeavour and especially in science and technology. Today librarians in developed and developing countries feel that they have a vital role to play in education, literacy projects, research and material welfare of nations. Recent decades have witnessed the emergence of information scientists and documentalists who are basically librarians. According to J.L. Wheeler, "Librarianship is concerned with books and other textual materials, their discovery, selection, preparation and with increasing emphasis, their utilization by all classes and individuals, who have the intelligence to learn and the gumption to seek information, recreation or self-development from them". Like other crafts or professions, librarianship has established principles, methods and techniques developed by librarians over the years. Indeed, librarianship is a combination of scholarly background, technical proficiency and the dedication to the furtherence of learning. Note that academic brilliance is no indication of an aptitude for librarianship. The ability and the urge to know books are essentials and must be accompanied by a wide general knowledge of everyday affairs and a great interest in people. A librarian's work calls for persistence, imagination, humility, resourcefulness and the desire to go on learning throughout his life.

Librarianship in Britain.

The (British) Library Association founded in 1877 is the second oldest professional association after the American Library Association founded in 1876. Since 1877, the Library Association has been responsible for building up the profession in the United Kingdom, the Dominions and Colonies and now the Commonwealth. The Library Association was granted its Royal Charter in 1898 setting out its main functions and powers.
e.g. 1. To promote whatever may tend to the improvement of the position and the qualifications of librarians.

2. To hold examinations in librarianship and issue certificates of efficiency.

The Library Association has held a unique position since its inception especially when compared with the methods and systems of professional qualifications in other countries. It has followed more or less the system of professional qualification already established in other professions such as law and accountancy. This system therefore places the control of the profession including the standard of professional competence in the hands of qualified practitioners i.e. Chartered Librarians and Fellows. The aim of British library education has always been to produce, not just academically

qualified people but also professionally qualified librarians. Any person aspiring to become a Chartered Librarian must:

(a) Pass the prescribed examinations.

(b) Have 3 years library experience, one on which must be after passing the final examination.

(c) Have been a member of the Library Association for a period of three years.

This is therefore the standard of competence which is the hallmark of the British Library qualifications. Fellows of the Library Association must be of at least 5 years standing as associates, and who can satisfy the Board of Advanced Studies of their professional maturity as librarians by preparing an acceptable thesis, representing an original contribution to the literature of the profession.

In 1967, there were, for example, 14 schools of librarianship offering full time library education. Four were in the Universities of London, Sheffield, Glasgow and Queen's University at Belfast in Northern Ireland. Of the remaining schools, nine were in colleges of further education maintained ny local authorities and one was the College of Librarianship in Wales. All ten colleges prepare graduates and non-graduates for the Library Association examinations. However, the University schools examine their own students but under an arrangement approved by the Library Association, their examinations are exempt from the Library Association examinations, making successful students eligible for registration as Chartered Librarians or Associates of the Library Association.

Librarianship in Britain, as in other countries, is open to young men and women who have given careful thought to making it their career and have been accepted at a school of librarianship. There is an apparent low proportion of graduates compared with other countries. In the U.S.A., India, Scandinavia, Western Europe, Canada, etc. librarianship is a graduate profession. However the position in Britain is rapidly changing as many university places are available to form VI leavers. Library Association (postgraduate diploma) undergraduate courses are also offered by the Council of National Academic Awards (i.e. C.N.A.A. degrees). Non-graduate courses are also still available leading to qualifications of the Library Association. In addition, a number of universities are increasingly offering facilities for research leading to higher degrees in librarianship.

As an examining body, the Library Association faces a crisis in the 1970s. A few choices may however be open to it:

(a) It may, as has been suggested, continue to set its own examinations as at present and content itself with recognising other qualifications in librarianship being equivalent to its own awards;

(b) It may adopt the role played by the American Library Association which accredits the U.S. schools of librarianship;

(c) It may choose to withdraw completely from the field of professional examining as did the South African Library Association.

III/.....

It should also be noted that the (British) Council of National Academic Awards is already certifying degree courses in librarianship and the exact relationship of this body to the Library Association is still uncertain.

LIBRARIANSHIP IN THE UNITED STATES

Evolution of American library education.

Conveniently divided into 4 major periods

1. PRE-DEWEY - before 1887
   - Retired professors acted as university and college librarians.
   - Public librarians were trained through apprenticeship.

2. DEWEY TO WILLIAMSON - 1887 - Ca 1920 (W W I)
   - Melvil Dewey and the School of Library Economy of Columbia College (1887).
   - Two significant decisions were made in establishing the the school.
     (a) To educate librarians in a professional school rather than through library apprenticeship as contrasted with the English system then
     (b) To emphasize the practical almost to the neglect of the theoretical.

     Core subjects -
     - Cataloguing and classification.
     - reference and bibliography.
     - book selection.
     - administration of libraries.

   - The Association of American Library Schools (1915)
     Objectives
     (a) To shape educational policy in librarianship.
     (b) To establish standards for library schools.

3. WILLIAMSON TO 1948
   - WILLIAMSON REPORT (1923)

     A study of 15 library schools then in existence.

     Recommendations:

     (a) That the library school identify itself with a university.

     (b) That a high percentage of the faculty be full-time instructors selected for their education and ability.

     (c) That the first year of study be general and basic, and that specialization be reserved for a second and for subsequent years of study.

     (d) That a distinction between clerical and professional studies be made and the former largely eliminated from the curriculum,

     (e) That a national examining board be established for the certification of librarians and the standardization of library schools.

     (f) That textbooks be recommended for the curriculum - the A.L.A. series was launched as a result.

The Board of Education for Librarianship (BEL) (1924) of the American Library Association (A.L.A.):

- Has served as the accrediting agency.

What it did between 1924 - 1933.

(a) visited each library school and discussed about each school's administrative organization, staff, financial support and curriculum,

(b) prepared minimum standards for different types of schools and their accreditation,

(c) directed the publication of textbooks for the use of library school students and librarians,

(d) recommended endowment for new schools,

(e) provided fellowships for librarians and prospective librarians.

The Carnegie Corporation of New York and the Ten-Year Programme of Library Service.

(a) Provided funds for the implementation of the recommendations of Williamson and of the Board of Education for Librarianship.

(b) Provided funds for the establishment and endowment of the Graduate Library School at the University of Chicago (1929) (which became very influential in American librarianship - the first school offering PhDS in librarianship).

The 1933 standards.

Though superseded by the 1951 version, still form the basis for the list of accredited library schools.
The 1933 standards divided library schools into three types:

Type III: Undergraduate Library Schools:

In which a year of professional study was incorporated in the four years of college work normally required for the bachelor's degree. Usually professional work constituted the fourth year after the three years of academic non-professional work. The degree awarded was usually a B.A. or a B.S. supplemented by a certificate of competence in librarianship.

Type II: Graduate Library Schools.

In which the year of professional study followed a bachelor's degree awarded for four years of academic, non-professional study. The degree awarded for this fifth year of work was the Bachelor of Science in Library Science (BS in L.S.)

Type I: Advanced Graduate Library School.

In which work beyond the first professional year was offered, leading to the M.A. in L.S. or the M.S. in L.S. and PhD. - only Chicago University offered PhD in librarianship then.

4. The period 1948 to the present:

Because of dissatisfaction with the 1933 standards, by 1948 there was some reorganization in a number of library schools. Master's degree instead of the B.S. in L.S. became the first professional degree.

- The 1951 Standards:

Recommended a five-year programme.

The basic concept of the 1951 standards was that the basic education of a librarian is his total education - 5 years of collegiate education beyond the secondary school level.

i.e. 2 years of general education (Fresh and Soph)
2 years of concentration (Junior and Senior)
i.e.4 years of liberal arts education and
1 year of professional library education.

Programme of general education.

(a) acquaintance with the principal concepts and issues of the natural sciences, social sciences and humanities.

(b) Reading knowledge of one or more modern foreign languages.

Professional education:

To consist of pre-core and professional core courses as well as specialized electives.

I. Pre-core courses:

(i) Library materials - introduction to the selection of books and other material including audio-visual material.

(ii) Library organization - routine technical processes of order work, cataloguing, classifying, mending, processing, shelving, charging, inventory, etc.

(iii) Library foundations - an orientation in libraries, library organizations, ethics, history, literature, etc.

(iv) Library observation and practice.
A teacher-librarian had to take the following additional courses:

(v) Library materials for children, and

(vi) Library materials for young people.

II. The Professional core:

Offered in the fifth or graduate year:

(i) Library research - introduction to the methods of research, to the research literature of librarianship and to current problems of investigation, and establishes a foundation for the student's own study, thesis or bibliography.

(ii) Bibliography or Literature of the Humanities.

(iii) Bibliography or Literature of the Social Sciences.

(iv) Bibliography or Literature of the Natural Sciences.

(v) Reference Sources and Services.

(vi) Problems of classification and cataloguing.

(vii) Audio-visual materials and services.

(viii) Basic communications.

(ix) Readers and reading.

III. Specialized electives:

(i) Public libraries.
(ii) School libraries.
(iii) College libraries.
(iv) Special libraries.
(v) Audio-visual service.
(vi) Cataloguing and classification.
(vii) Government publications.
(viii) Serials.

Graduate Schools of Library Science:

Requirements:

(a) Holder of B.A. or B.Sc. from an approved College or University with broad background, well rounded liberal training - with intensive study (a major) in a subject field.

(b) A minor in library science at an undergraduate college is an advantage but this can still be taken later (e.g. in a Summer School) before being admitted to a graduate school.

(c) A grade-point average of B.

(d) A reading knowledge of at least one foreign language - e.g. French or German.

(e) An acceptable score on the Aptitude Test of the Graduate Record Examination (GRE) and a scholastic average accepted by both the Graduate Division and the School of Library Service.

American library education is in essence based on 1933 and 1935. The Standards requirements of a professional librarian are:

(i) a first degree - B.A. or B.Sc. (i.e. 4 years of liberal arts college or University) and

(ii) a Masters degree in Library Science. The highest degree awarded in Library Science is either Phd or DLSc.

The Doctor of Philosophy is considered suitable for persons intending to make teaching a career. This is therefore a research degree. The Doctor of Library Science is thought to equip persons intending to practice librarianship at the highest level.

ACCREDITATION

Education is not controlled by national authority. Each institution is free to structure its own standards. This accounts for great diversity

in American education. However, there are regional and national accrediting associations which appraise each institution in regard to approved standards. Thus there are accredited and non-accredited institutions.

THE PROBLEMS FACING AMERICAN LIBRARY EDUCATION

1. How to achieve balance in the basic professional year between theoretical training and the learning of practical techniques.

   - practical techniques that can be learnt more effectively by clinical or intern experience should be done in libraries and not in classrooms.

2. How to educate specialists for special libraries and for special divisions of general libraries.

   - special subject matter. Knowledge in addition to that obtained in an undergraduate major and in concentrated electives taken during the graduate professional year of instruction should be added to the requirements of training specialist librarians.
     - e.g. LLB as well as the graduate year of librarianship are needed for law librarianship.

3. How to develop effective machinery for accreditation and certification which can bring into reasonable order, uniformity, and a rational relationship the various types and levels of training.
   - the machinery already exists for both accreditation and certification of trained librarians. More tight enforcements of the standards are needed.

"Some Comparisons and Contrasts between library education in America and United Kingdom."

NB. The comparisons and contrasts do not necessarily reflect qualitative judgement of the systems of library education in the countries concerned.

Professional education

America - system based on the idea that professional education should be integrated with higher academic education - 5 years of study beyond the secondary school (i.e. B.A. or B.S. plus one - year graduate study leading to a Masters degree in Library Science - basic qualification in librarianship. The PhD or DLS is the highest award that one can get in American librarianship.

U.K. - strong tradition of apprentice type training in libraries based on the guild system of the middle ages. Professional librarians can be either graduates or non-graduates. The Library Association, under the 1898 Royal Charter is charged with the duty: "To hold examinations in Librarianship and to issue Certificates of efficiency" Hence the uniformity in examinations for admission to the professional status and Register.

America:

Americans have no register and there is no national central agency to control standards of examinations. Unlike in the United Kingdom where the Library Association controls examinations in most of the Library Schools, (e.g. setting of papers, marking and assessing) American library education examinations are internal and vary in standards.

THE WIND OF CHANGE IN BRITISH LIBRARY EDUCATION.

Internal Examining:

The Library Association has delegated a measure of authority for examining to the library schools. Examination papers, although set by library school teachers will continue to bear the imprint of the Association - this will allow for a diversity of programmes but still a national register of qualified librarians will be maintained.

Degrees in library studies.

In the past there have been no "professional" or "vocational" degrees in librarianship. The climate is now changing. There are a number of institutions now offering degrees in library studies.

Librarianship and Training in some sub-Sahara African countries. Nigeria, Ghana and East Africa.

NIGERIA

Immediate post war years

1. Librarianship as a profession was unknown
2. There was a complete absence of libraries except for secondary school collections.

Turning point i.e. 1950s

This period saw amazing developments.

Courses:
1. Establishment of university colleges.
2. Acceleration of educational developments.
3. The interest of the British Council which was responsible for the development of public libraries initially.
4. The Unesco seminar at Ibadan in 1953 which led to the formation of the West African Library Association and the Nigerian Library Board.
5. Later the granting of independence by Britain to Nigeria and the consequent recognition of the importance of libraries as an integral part of the economic, social and political development by politicians.
6. The establishment of college, university and public and government or special libraries.

Library training

Bearing in mind the libraries which mushroomed in the 1950s, library training was deemed necessary. The Institute of Librarianship was opened in 1960 to meet the manpower needs for libraries. This Institute is attached to the University of Ibadan. Its functions are:

(a) To assist in the development of libraries by training librarians;

(b) To investigate problems of librarianship and bibliography.

The syllabus offers training for all types of libraries i.e. public, university and special libraries in such subjects as:

(a) Library administration
(b) Reference services
(c) Bibliography
(d) Classification and cataloguing
(e) Literature of Africa south of the Sahara and the French language.

Note that the opening of the Institute followed a survey undertaken by Dr. Harold Lancour of the Carnegie Corporation in New York, who made a grant of $88,000 in 1959 towards the setting up of a training course in librarianship and bibliography at the University.

15

GHANA

As in Nigeria, librarianship as a profession in Ghana was unknown in the immediate post war years. In the 1950s there were rapid developments following pioneer work by the British Council. The acceleration of educational development and the establishment of the Ghana University College, also the Ibadan Seminar organised by Unesco in 1953 had their share in stimulating library consciousness. Soon there followed the establishment of college, university, public and government and special libraries.

Training of librarians

Following the expansion of library provision since the Ghana Library Board was established in 1950, and the consequent need for librarians to man these libraries, it was necessary to establish a school of librarianship. At the beginning of 1962, the Government decided that a school should be established under the Ghana Library Board and after appointing staff, the school was eventually opened in 1962. Both graduate and non-graduate students are eligible for admission and the first intake included Nigerians, Sierra Leonians as well as Ghanians.

EAST AFRICA

The East African Literature Bureau

The E.A.L.B. was established as a result of investigations undertaken during the years 1945-1948 by the E.A. Governors' Conference. Since its establishment it has been administered by the E.A. High Commission later the E.A. Common Services Organisation and now the E.A. Community. The purpose of the E.A. Literature Bureau is:

1. To meet and foster the ever increasing demand among Africans for books of all kinds.
2. To encourage African authorship.
3. To produce and distribute general literature, school text books, books for adults (literate and illiterate) and to give assistance to African and European authors acting in the capacity of critic, literary agent, editor or financier.
4. To run a library service.

The E.A. Literature Bureau was the pioneer organisation of the library movement in East Africa. The Bureau's original plan was a large central library in Nairobi, Dar es Salaam and Kampala with branches throughout each territory. The plan proved to be too ambitious and expensive. However, the

was unknown in the immediate post war years. In the 1950s there were rapid developments following pioneer work by the British Council. The acceleration of educational development and the establishment of the Ghana University College, also the Ibadan Seminar organised by Unesco in 1953 had their share in stimulating library consciousness. Soon there followed the establishment of college, university, public and government and special libraries.

Training of librarians

Following the expansion of library provision since the Ghana Library Board was established in 1950, and the consequent need for librarians to man these libraries, it was necessary to establish a school of librarianship. At the beginning of 1962, the Government decided that a school should be established under the Ghana Library Board and after appointing staff, the school was eventually opened in 1962. Both graduate and non-graduate students are eligible for admission and the first intake included Nigerians, Sierra Leonians as well as Ghanians.

EAST AFRICA

The East African Literature Bureau

The E.A.L.B. was established as a result of investigations undertaken during the years 1945-1948 by the E.A. Governors' Conference. Since its establishment it has been administered by the E.A. High Commission later the E.A. Common Services Organisation and now the E.A. Community. The purpose of the E.A. Literature Bureau is:

1. To meet and foster the ever increasing demand among Africans for books of all kinds.
2. To encourage African authorship.
3. To produce and distribute general literature, school text books, books for adults (literate and illiterate) and to give assistance to African and European authors acting in the capacity of critic, literary agent, editor or financier.
4. To run a library service.

The E.A. Literature Bureau was the pioneer organisation of the library movement in East Africa. The Bureau's original plan was a large central library in Nairobi, Dar es Salaam and Kampala with branches throughout each territory. The plan proved to be too ambitious and expensive. However, the Bureau turned to the Book Box Exchange Service and the Postal Library Service.

In 1960, a Libraries Development Organiser, Mr. S.W. Hockey, who had built up a large and thriving public library service in the West Indies was appointed. His task was to prepare plans for each territory's national library service. The plans were submitted to each government. Until 1961, only the Tanganyika Government had accepted the recurrent costs involved. The initial expenditure was met by the United Kingdom.

In spite of very limited resources, the Bureau had achieved some success in its two aims of pioneering libraries and the development of literature provision. With the advent of National Library Services in Kenya, Tanganyika and Uganda, the E.A.L.B. has concentrated on publishing and encouraging African writing.

TANGANYIKA

The study of the Tanganyika Library Service has been well documented in Annual Reports, Someni, Tanganyika Library Service handouts and other journals. It may however be useful to note the following dates:

1960 The Hockey Report.
1963 Appointment of the first director and the inauguration of the Tanganyika Library Services Board.
1964 The Tanganyika Library Service formally established

Iringa Library was already operating.
1965 Pilot Library opened at Mkwepu Street, Dar es Salaam.
The K.N.C.U. Library surrendered its independence to T.L.S.
The Tanga King George VI Memorial Library came under T.L.S.
1967 Official opening of the National Central Library.
1968 Mwanza, Bukoba and Iringa library buildings completed.
And from that time the Tanganyika Library Service has embarked on a branch library building programme for the whole country.

The development of libraries in mainland Tanzania has not been a royal road - problems have had to be faced.

1. Shortage of suitably qualified and experienced librarians (Note that initially people did not look on librarianship as a career). Indigenous people have had to be sent for their training abroad and expatriate librarians had to be recruited.
2. Lack of funds to enable the Board to reach planned targets.
3. Widespread unawareness and ignorance of the role of libraries.
4. Illiteracy of the bulk of the population.
5. Lack of published material in Swahili and other ethnic languages.
6. Considerable distances and poor means of communication.

Training of librarians

The training of professional librarians and library assistants in East Africa is conducted at the Makerere E.A. School of Librarianship which admits students from Kenya, Uganda and Tanzania. The School prepares students to work in all types of libraries - public, academic, school and special.

Entrance to the library profession takes place at three levels:

(a) Library Assistants' Course

Form IV leavers with five credits including English in the East African Certificate of Education or its equivalent and provided they are employed in

documented in Annual Reports, Somerhill, Tanganyika [illegible] handouts and other journals. It may however be useful to note the following dates:

1960 The Hockey Report.
1963 Appointment of the first director and the inauguration of the Tanganyika Library Services Board.
1964 The Tanganyika Library Service formally established
Iringa Library was already operating.
1965 Pilot Library opened at Mkwepu Street, Dar es Salaam.
The K.N.C.U. Library surrendered its independence to T.L.S.
The Tanga King George VI Memorial Library came under T.L.S.
1967 Official opening of the National Central Library.
1968 Mwanza, Bukoba and Iringa library buildings completed.
And from that time the Tanganyika Library Service has embarked on a branch library building programme for the whole country.

The development of libraries in mainland Tanzania has not been a royal road - problems have had to be faced.

1. Shortage of suitably qualified and experienced librarians (Note that initially people did not look on librarianship as a career). Indigenous people have had to be sent for their training abroad and expatriate librarians had to be recruited.
2. Lack of funds to enable the Board to reach planned targets.
3. Widespread unawareness and ignorance of the role of libraries.
4. Illiteracy of the bulk of the population.
5. Lack of published material in Swahili and other ethnic languages.
6. Considerable distances and poor means of communication.

Training of librarians

The training of professional librarians and library assistants in East Africa is conducted at the Makerere E.A. School of Librarianship which admits students from Kenya, Uganda and Tanzania. The School prepares students to work in all types of libraries - public, academic, school and special.

Entrance to the library profession takes place at three levels:

(a) Library Assistants' Course

Form IV leavers with five credits including English in the East African Certificate of Education or its equivalent and provided they are employed in libraries and have one year's experience, can be admitted to a Certificate Course. Successful students are awarded a Certificate in Library Studies after a six months intensive study course.

(b) Trainee Librarians

Form VI leavers. These are normally recruited as trainee librarians provided they meet the university general requirements. Until now trainees have had to spend one year to gain library experience before embarking on the course but in future it will be

10/.....

possible for a student to go direct to Library School after leaving Form VI. Students who successfully complete this two year course are awarded a Diploma in Librarianship. Students who do very well in the Certificate Course can also be considered for a Diploma Course. Before the establishment of the Diploma Course at Makerere, all non-graduate students were sent overseas for library training.

(c) Graduate level

No training facilities exist for persons with degrees in East Africa. All graduate trainees in Kenya, Uganda and Tanzania are sent abroad. With the expansion of library services in East Africa, it may in future be necessary to incorporate the post graduate course at the E.A. School of Librarianship.

Note: The syllabuses of the Certificate and Diploma Courses may be consulted in The Makerere University Handbook.

Qualifications in librarianship.

An ambitious library student, and given the necessary training facilities, may aspire to attain the following qualifications:

Obtainable in East Africa

1. Certificate in Library Studies.
2. Diploma in Librarianship.

Overseas including Africa

1. Associate of the Library Association
2. Fellow of the Library Association
3. Diploma in Librarianship.
4. Bachelor of Library Studies
5. Master of Library Studies
6. Ph.D., D.Lsc.
   etc.

Summary of library education in some sub-Sahara African countries, excluding South Africa.

The establishment of the Institute of Librarianship at Ibadan University in 1960, ushered in a new era in the field of library education in Africa. In the ensuing decade, six other university-based training programmes have been established. In 1971 a few features stand out prominently:

1. Three levels of library training have been recognised:
   (a) Profe.sional
   (b) Sub-professional
   (c) Teacher/librarian.

2. University-based library schools require the same entrance qualifications as the universities themselves.

3. Some library schools are regional geared to serve multinational manpower needs for libraries i.e. the East African School of Librarianship.

4. Every effort is made to maintain the international outlook of the courses while enriching them with the local cultural and developmental needs.

Ibadan Institute of Librarianship.

After its foundation in 1960 following the recommendation of the Unesco Seminar on Development of Public Libraries in Africa in 1953, admission was confined mainly to full-time students with undergraduate degrees. The course was for one academic year. The Institute now offers three courses:

(a) Post-graduate Diploma in Librarianship after one year of study (Dip.Lib.)

(b) Master of Library Studies (M.L.S.) after a period of two years or more.

(c) Doctor of Philosophy in Library Studies (Ph.D.) after three years or more.

It is hoped that a Certificate in Library Studies for intermediate staff with secondary school qualifications will be inaugurated in the academic year 1970/71.

Ahmadu Bello University, Zaria. Department of Librarianship.

This school was founded in 1968/69. At the time Ibadan was training librarians for professional positions but no formal training existed at the intermediate level or the more junior staff. Two programmes were started at Zaria:

1. A two year Diploma Course.
2. A three year course culminating in a Bachelor of Library Studies (B.L.S.)
3. In 1969 (June) a one year M.L.S. course was added.

While the Diploma Course covers professional subjects, the B.L.S. includes academic courses, one of which must be a foreign language. The M.L.S. comprises a professional course and a research project on any aspect of librarianship pertinent to Africa.

Department of Library Studies of the University of Ghana, Legon

Library training in Ghana was first given at Achimola College for the duration of one year. It was jointly sponsored by the British Council and the four British Colonial governments of West Africa. The course prepared students for the British Library Association examinations from 1944.

Following the establishment of the Ibadan Library School, the Ghana Library Board accordingly started a non-graduate library school in 1962. In 1965 it moved to the University of Ghana which offered a major in library science i.e. B.A. in Library studies. This programme was however suspended in 1967 and the School now offers a two year graduate diploma course (Dip.Lib.).

East African School of Librarianship

The School, which was set up in 1963, is one of the main institutes of the now University of Makerere. It is supervised by the Council for Library Training.in East Africa, whose

of the Unesco Seminar on Development of Public Libraries in Africa in 1953, admission was confined mainly to full-time students with undergraduate degrees. The course was for one academic year. The Institute now offers three courses:

(a) Post-graduate Diploma in Librarianship after one year of study (Dip.Lib.)

(b) Master of Library Studies (M.L.S.) after a period of two years or more.

(c) Doctor of Philosophy in Library Studies (Ph.D.) after three years or more.

It is hoped that a Certificate in Library Studies for intermediate staff with secondary school qualifications will be inaugurated in the academic year 1970/71.

Ahmadu Bello University, Zaria. Department of Librarianship.

This school was founded in 1968/69. At the time Ibadan was training librarians for professional positions but no formal training existed at the intermediate level or the more junior staff. Two programmes were started at Zaria:

1. A two year Diploma Course.
2. A three year course culminating in a Bachelor of Library Studies (B.L.S.)
3. In 1969 (June) a one year M.L.S. course was added.

While the Diploma Course covers professional subjects, the B.L.S. includes academic courses, one of which must be a foreign language. The M.L.S. comprises a professional course and a research project on any aspect of librarianship pertinent to Africa.

Department of Library Studies of the University of Ghana, Legon

Library training in Ghana was first given at Achimola College for the duration of one year. It was jointly sponsored by the British Council and the four British Colonial governments of West Africa. The course prepared students for the British Library Association examinations from 1944.

Following the establishment of the Ibadan Library School, the Ghana Library Board accordingly started a non-graduate library school in 1962. In 1965 it moved to the University of Ghana which offered a major in library science i.e. B.A. in Library studies. This programme was however suspended in 1967 and the School now offers a two year graduate diploma course (Dip.Lib.).

East African School of Librarianship

The School, which was set up in 1963, is one of the main institutes of the now University of Makerere. It is supervised by the Council for Library Training.in East Africa, whose representatives are from Kenya, Uganda and Tanzania. Courses conducted are:

1. The six months Certificate Course for Library Assistants.
2. The two year Diploma Course for non-graduates leading to a Diploma in Librarianship.
3. A course in school librarianship given at the Faculty of Education to all second year students reading for a B.A. in Education.

Library studies in Zambia

A school of library studies is based at the University of Zambia, Lusaka and is the most recent library training programme. Library studies lead to the B.A. or B.Sc. The School of Education offers courses in librarianship to students taking a post graduate certificate in education and those studying for education at undergraduate level. The School was established to meet Zambia's library manpower needs. The Zambia Library Service offers courses for both sub-professionals and for non-graduate professionals.

In all African countries where there is widespread consciousness for libraries, there are other courses which are run on an informal basis and devised by individual library systems or professional associations.

(a) In-service training courses meant for library assistants to improve their daily routines performance.

(b) Short courses for practising teachers.

(c) Courses for students reading education. These take librarianship instruction optionally.

(d) Weekend schools run by professional associations and attended by all engaged in library work. Where these have been well planned they have been extremely instructive to library assistants.

(e) Instructional library conferences organised by professional associations and attended by librarians, sub-professionals and all interested in books and libraries.

II. CLASSIFICATION OF LIBRARIES

What is a library

The International Federation of Library Associations has defined a library as an organized collection of published books and periodicals and of other reading and audio-visual materials, and the services of a staff able to provide and interpret such materials as are required to meet the informational research, educational or recreational needs of its users.

The Department of Documentation, Libraries and archives, UNESCO has classified libraries as follows:

A. National libraries

The national library should play a central role in coordinating the national library services.

The functions of a national library are:

1. To serve as a permanent depository for all publications issued in the country.
2. To collect printed material concerning the country, wherever published and be responsible for coordination of efforts to secure all foreign literature which the country requires.
3. To serve as a coordinating centre for cooperative activities.
4. To organize the national and international exchange of publications.
5. To centralize the cataloguing and classification of printed matter and to ensure the distribution of cards or printed catalogues for certain types of libraries.
6. To compile, puboish and distribute a national union catalogue of periodicals held by libraries in the country and to keep it up-to-date.
7. To centralize inter-library loans in respect of foreign libraries.
8. To have full and accurate knowledge of all sources of bibliographical information in the country.
9. To coordinate the bibliographical activities of the country.
10. To have the duty of compiling and publishing a regular, comprehensive national bibliography of current publications at regular intervals and endeavour to produce a retrospective national bibliography as soon as possible.

B. Public (circulating) libraries

What is a library

The International Federation of Library Associations has defined a library as an organized collection of published books and periodicals and of other reading and audio-visual materials, and the services of a staff able to provide and interpret such materials as are required to meet the informational research, educational or recreational needs of its users.

The Department of Documentation, Libraries and archives, UNESCO has classified libraries as follows:

A. National libraries

The national library should play a central role in coordinating the national library services.

The functions of a national library are:

1. To serve as a permanent depository for all publications issued in the country.
2. To collect printed material concerning the country, wherever published and be responsible for coordination of efforts to secure all foreign literature which the country requires.
3. To serve as a coordinating centre for cooperative activities.
4. To organize the national and international exchange of publications.
5. To centralize the cataloguing and classification of printed matter and to ensure the distribution of cards or printed catalogues for certain types of libraries.
6. To compile, puboish and distribute a national union catalogue of periodicals held by libraries in the country and to keep it up-to-date.
7. To centralize inter-library loans in respect of foreign libraries.
8. To have full and accurate knowledge of all sources of bibliographical information in the country.
9. To coordinate the bibliographical activities of the country.
10. To have the duty of compiling and publishing a regular, comprehensive national bibliography of current publications at regular intervals and endeavour to produce a retrospective national bibliography as soon as possible.

B. Public (popular) libraries

The role of the public library is to promote the spread of knowledge, education, and culture to all categories of pupulation according to their cultural, economic, social and individual needs.

The public library must give access to an adequate collection of books and other material of a comprehensive nature, which will give the reader an opportunity to study any field of knowledge without restriction.

The function of a public library is to provide free library services to all persons, irrespective of race, religion, or politics and to provide services for children.

C. School libraries

A school library should play a vital role in education. It should be an integral part of the school, and a library service is essential in the modern educational programme.

An adequate school library service includes the provision of trained library personnel and clerical assistants, organized collections of sufficient and appropriate books; other printed materials and audio-visual aids; adequate library rooms properly equipped; a regular library budget, a library programme which encourages and assists in the use of materials; a continuing evaluation of the effectiveness of the library services to the school.

The functions of a school library are:

1. To help pupils to complete and perfect their school education.
2. To help primary and secondary school teachers in their teaching functions and
3. to help the community fulfill as much as possible the function of a public library where this does not exist.

The organisation, coordination and administration of a national system of school libraries ought to be the task of an administrative unit within the Ministry of Education.

There ought to be a centralisation of technical services, viz: selection, acquisition, cataloguing, classification and the preparation of books for loan.

The functional aspects of the development of school libraries should be analyzed carefully; 1.5% of the budget of public education should be devoted to school library development.

D. University libraries.

The university library should be an integral part of the university and an important factor in teaching and research.

It should provide adequate reader services for undergraduate and post-graduate students, research scholars, and faculty members. This means the acquisition, organisation and presentation of books, journals, manuscripts, maps, charts and other graphic materials and of photocopies and microcopies, for the furtherance of instruction, research and extension work in universities.

The functions of each university should be to set up a central library responsible for:

1. Planning and administration;
2. controlling the work of branch or departmental libraries;
3. coordinating technical processing;
4. maintaining and using a collection of books and documents and
5. library extension.

The planning of the libraries of new universities should be well in advance of the actual commencement of the courses.

All library administrators should have an advisory committee to which the chief librarian could submit problems as he thinks fit. The chief librarian would be responsible for coordinating the work of this body.

As far as organisation is concerned:

1. Each university library should draw up a coordinated plan for acquisition (or cooperation in acquisition) of books in special fields with the object of achieving as full a coverage as possible.
2. The university library should strive to achieve maximum uniformity in cataloguing.
3. The university library should use internationally recognised classification systems.
4. The central university library should possess a union catalogue, listing all books and periodical collections existing in the university.
5. The university library should organise or maintain reference sections containing the necessary material and efficiently staffed, so as to facilitate research and information.

In planning a new university library, it should be ensured that the site is large enough for future expansion. The building should be centrally situated in relation to halls of residence and academic buildings, and it should be physically separated from other buildings.

Five percent of the budget of the university should be devoted to university library development.

E. Special libraries and/or documentation centres.

Libraries maintained by an association, government agency, research institution (excluding university institutes), learned society, professional association, museum, business firm, industrial organisation, chamber of commerce, etc. or other organised group, the greater part of their collections being in a specific field or subject (e.g. natural sciences, social sciences, agriculture, chemistry, economics, engineering, law, history).

The development of special libraries and/or documentation centres is a very important activity in countries where rapid economic development is the objective. The functions of special libraries are:

1. To provide the institutions for which they operate with bibliographical and information services in respect of studies and research in their respective fields.
2. To exchange photo reproductions of documents between documentation services in the region.
3. To collect scientific literature as an essential basis for documentation services.

16/.....

Summary

Libraries can be grouped:

(a) By source of financial support.

(i) Tax-supported: public, country, state, federal government libraries, schools, colleges and universities.

(ii) Tuition-supported or membership: private schools, membership/subscription libraries.

(iii) Industrial and commercial firms: company library facilities that function within the framework of a business operating to produce goods or services.

(iv) Endowed institutions:

(b) By principal type of clientele

(i) General public: includes the endowed libraries that are for public use and tax-supported municipal, county, state and federal government libraries.

(ii) Students: schools, colleges and universities.

(iii) Institution patients and inmates: patients' libraries in hospitals and prison libraries.

(iv) Industries, businesses, and specialised staff and clientele: most special libraries many specialised government libraries.

(c) By type of materials found in the libraries

Subject:

General libraries: covering many subjects, this category includes most public, school, university and college libraries.

Specialised subjects: includes the government tax-supported special libraries, company libraries, society libraries or business branches of public libraries.

Format

Books: materials in bound form, such as monographs, texts, bound periodicals. Included in this category are most public libraries and the main libraries of schools, colleges and universities.

Unbound materials, including periodicals pamphlets, technical reports, patents. Included are most special libraries.

Non-printed word materials, music, maps, phonograph records, microforms, motion pictures, tape recordings, photographs, prints and pictures, newspaper clippings, etc.

Manuscripts; rare-book collections containing incunabula or materials produced prior to the printing press and the more contemporary manuscripts and typescripts that are in the national archives and in archives of universities and companies and other research libraries.

III. THE TANGANYIKA LIBRARY SERVICE

In June 1960 the British Council appointed a Libraries Organiser for East Africa who eventually produced the Hockey Report which formed thebasis of the establishment of the Tanganyika Library Service.

Governing body

The Tanganyika Library Service is a parastatal organisation under the Ministry of National Education.

The governing body is the Tanganyika Library Services Board which was established by Government in 1963. The members of the Board are appointed by the Minister for National Education. The functions of the Board are to promote, establish, equip, manage, maintain and develop libraries in mainland Tanzania.

The Board consists of ten members who meet approximately six times a year. A number of advisory committees have been appointed and the Board has recently decided to extend this policy by the establishment of advisory committees to cover libraries in parastatal organisations and government departmental libraries.

Finance

The Library Service is financed by means of a subvention from the central Government (the Ministry of National Education), local authorities and grants from a number of organisations.

Types of services provided

(a) The National Central Library, situated in Dar es Salaam; it is the headquarters of a nation-wide library service. It has a fully organised public, reference and lending service for both adults and children, a central book processing and supply unit, and a central advisory service.

(b) There are branch libraries in Arusha, Bukoba, Iringa, Kibaha, Korogwe, Moshi, Mwanza and Tanga and plans are under way for building libraries in other regions.

(c) There are at present rural mobile library services operating from Mwanza, Tanga and Kibaha and, it is hoped that with the acquisition of new mobile libraries more places will be served.

(d) Loan collections are provided to a wide variety of institutions.

(e) There is a school mobile library service.

Library legislation

The following Acts affect the establishment and operation of the Tanganyika Library Service:

(a) The Tanganyika Library Services Board Act, 1963
(b) The Libraries (Deposit of Books) Act, 1962
(c) The Libraries (Deposit of Books) Order, 1963
(d) Copyright Act, 1966.

The details of the Acts are as follows:

A. The Tanganyika Library Services Board Act, 1963

Establishment of the Board

3(1) There is hereby established a board, which shall -

(a) be a body corporate by the name of the Tanganyika Library Services Board with perpetual succession and a seal.

(b) in its corporate name be capable of suing and being sued; and

(c) be capable of holding, purchasing and otherwise acquiring, and disposing of any property moveable or immoveable for the purposes or in the course of carrying out of its functions.

(2) The provisions of the Schedule hereto shall have effect as to the constitution and proceedings or, and otherwise in relation to, the Board.

Functions of Board

4(1) The functions of the Board shall be to promote, establish, equip, manage, maintain and develop libraries in Tanganyika.

(2) The Board shall have powers for the purpose of carrying out its functions to do all such acts as appear to it to be requisite, advantageous or convenient for or in connection with the carrying out of its functions or to be incidental or conducive to their proper discharge, and may carry on any activities in that behalf either alone or in association with any other person or body (including the Government or a local authority).

Report by Board

5. The Board shall within six months after the end of each financial year of the Board, make a full report to the Minister on the conduct of its business during that year, and the Minister shall lay a copy thereof before the National Assembly.

Appointment of Director and other staff

6(1) The Board may appoint a Director of the Tanganyika Library Services who shall be the Secretary and Chief Executive Officer of the Board and who shall be entitled to be present and to speak (but not to vote) at meetings of the Board.

(2) The appointment of the Director and his terms and conditions of service shall be subject to the approval of the Minister.

(3) The Board may, from time to time, appoint on such terms and conditions as it may think fit, such officers, clerks and servants as it may consider necessary for carrying out its functions under this Act.

Funds of Board

7. The funds and resources of the Board shall consist of -

(a) such sums as may be provided by Parliament for the purpose

(b) any sums or property which in any manner become payable to or vested in the Board in respect of any matter incidental to the carrying out of its functions;

(c) any sums or property which may be donated to the Board: Provided that the Board shall not be obliged to accept a donation for a particular purpose unless it approves of the terms and conditions attached to such donation.

Investment

8(1) The Board may, with the approval of the Minister, and subject to such conditions as he may impose, invest such part of its funds as are not for the time being required for the purpose of its business.

(2) The powers of the Minister under this section shall be exercised with the concurrence of the Minister for the time being responsible for finance and shall extend to the amount which may be invested, the nature of the investment and the terms and conditions thereof and the Minister's approval may be either general or limited to a particular moment.

Accounts and Audit

9(1) The Board shall keep proper accounts and other records in relation thereto and shall prepare in respect of each financial year of the Board a statement of accounts in a form approved by the Minister, being a form which conforms with the best commercial standards.

(2) Subject to any resolution of the National Assembly under section 28 of the Exchequer and Audit Ordinance, 1961, the accounts of the Board shall be audited by auditors appointed annually by the Minister.

(3) As soon as the accounts of the Board for any financial year thereof have been audited, the Board shall cause to be sent to the Minister a copy of the statement of accounts prepared in respect of that year together with a copy of any report made by the auditors on the statement or on the accounts.

(4) The Minister shall, within a period of six months (or such longer period as the National Assembly may by resolution appoint) after the end of the financial year of the Board to which the accounts relate, lay a copy of every such statement and report before the National Assembly.

Execution of documents

10(1) All deeds, instruments, contracts and other documents shall be deemed to be duly executed by or on behalf of the Board -

(a) if sealed with the common seal of the Board and signed by two members thereof; or

(b) if executed in that behalf by one member of the Board appointed by the Board for that purpose and by the Director or any member of the staff of the Board acting in that office.

Regulations

11. The Board may, with approval of the Minister, make regulations -

(a) for the better management and control of any library managed by the Board.

(b) for protecting any such library and fittings, furniture and contents thereof from damage

(c) for the giving of a guarantee or security of any person using any such library

(d) for fees, and penalties to be paid by any person borrowing books from any such library; and

(e) generally for the better carrying out of the purposes of this Act.

B. Libraries (Deposit of Books) Act, 1962

Delivery of copies of books printed in Tanganyika

3(1) The printer of every book printed in Tanganyika shall, within one month after the day on which any such book is first delivered out of the press, and notwithstanding any agreement, if the book is published between the printer and publisher thereof, deliver at his own expense one copy of the book to the librarian of the Deposit Section of the Library of the University College, Dar es Salaam, and one further copy to such person and at such place as the Minister may be order direct.

(2) Every copy delivered under the provisions of this section shall be a copy of the whole book with all maps and illustrations belonging thereto, finished and coloured in the same manner as the best copies of the same are produced, and shall be bound, sewed or stitched together, and on the best paper on which the book is printed.

10(1) All deeds, instruments, contracts and other documents shall be deemed to be duly executed by or on behalf of the Board -

(a) if sealed with the common seal of the Board and signed by two members thereof; or

(b) if executed in that behalf by one member of the Board appointed by the Board for that purpose and by the Director or any member of the staff of the Board acting in that office.

Regulations

11. The Board may, with approval of the Minister, make regulations -

(a) for the better management and control of any library managed by the Board.

(b) for protecting any such library and fittings, furniture and contents thereof from damage

(c) for the giving of a guarantee or security of any person using any such library

(d) for fees, and penalties to be paid by any person borrowing books from any such library; and

(e) generally for the better carrying out of the purposes of this Act.

B. Libraries (Deposit of Books) Act, 1962

Delivery of copies of books printed in Tanganyika

3(1) The printer of every book printed in Tanganyika shall, within one month after the day on which any such book is first delivered out of the press, and notwithstanding any agreement, if the book is published between the printer and publisher thereof, deliver at his own expense one copy of the book to the librarian of the Deposit Section of the Library of the University College, Dar es Salaam, and one further copy to such person and at such place as the Minister may be order direct.

(2) Every copy delivered under the provisions of this section shall be a copy of the whole book with all maps and illustrations belonging thereto, finished and coloured in the same manner as the best copies of the same are produced, and shall be bound, sewed or stitched together, and on the best paper on which the book is printed.

(3) The publisher or any other person employing the printer shall within a reasonable time before the expiration of the said month, supply the printer with all maps, prints and other illustrative materials finished and coloured as aforesaid which are necessary to enable him to comply with the requirements of this section.

(4) The person to whom any copies of books are delivered pursuant to this section shall give or cause to be given to the printer a receipt in writing for the same.

BQ

21/.....

Penalties for non-delivery of books by printer or for non-delivery of maps, etc. by publisher.

4(1) Any printer who fails to comply with any of the provisions of subsections (1) or (2) of Section 3 shall be guilty of an offence and liable on conviction to a fine not exceeding one hundred shillings and the court before which any such printer is convicted may in addition order him to deliver to the librarian of the Deposit Section of the Library of the University College, Dar es Salaam, or to the person mentioned in any order made by the Minister under subsection (1) of Section 3 or both, as the case may be, a copy of the book in respect of which the conviction is recorded.

(2) Any publisher or other person employing any printer who neglects to supply such printer, in accordance with subsection (3) of Section 3 with the maps, prints or other illustrative materials which may be necessary to enable him to comply with the requirements of this Act shall be guilty of an offence and liable on conviction to a fine not exceeding one hundred shillings

C. The Libraries (Deposit of Books) Order, 1963

The further copy of every book printed in Tanganyika shall be delivered to the Director of Library Services at his office in Suleman Street or at any other place to which his office shall be moved.

D. The Copyright Act, 1966.

Works eligible for copyright

3(1) Subject to the provisions of this section the following works shall be eligible for copyright -

(a) literary works
(b) musical works
(c) artistic works
(d) cinamatograph films
(e) sound recordings
(f) broadcasts.

4(2) The term of a copyright conferred by this section shall be calculated according to the following table:

Type of work	Date of expiration of copyright
1. Literary, musical or artistic work other than photographs.	Twenty-five years after the end of the year in which the author dies.
2. Cinematograph films and photographs	Twenty-five years after the end of the year in which the work was first made lawfully accessible to the public.
3. Sound recordings	Twenty-five years after the end of the year in which the recording was made.

Type of work	Date of expiration of copyright
4. Broadcasts	Twenty-five years after the end of the year in which the broadcast took place.

(3) In the case of anonymous or pseudonymous literary, musical or artistic works the copyright therein shall subsist until the end of the expiration of twenty-five years from the end of the year in which it was first published.

Provided that in the event of the identity of the author becoming known the term of protection of a copyright shall be calculated in accordance with the provisions of subsection (2).

(4) In the case of work of joint authorship, reference in the preceding table to the death of the author shall be taken to refer to the author who dies last, whether or not he is a qualified person.

(5) For the purpose of this section a publication of a work under two or more pseudonymous unless all those names are pseudonymous.

(More details can be obtained from the Act)

A. Stock Department

Principles and procedures of book selection

The function of the Stock Department is basically to coordinate orders placed by the public departments and branch libraries. The principle followed is that the staff who are in daily contact with the public are in the best position to assess the needs of the public, and book selection should therefore be done by them. Before a book is brought for any service point some of the following factors should be considered:

(a) Is it a good book of its kind?

(b) Has the library too few/too many books on the subject?

(c) Will it be well used in the department or branch for which it is being ordered?

There are other factors, such as price, which must be considered, but those listed are basic. A decision can be reached on (a) by means of the reputation of the author, or the publisher, or by reading a review or by examining the book itself. A good knowledge of the stock of the library is essential for assessing (b). Item (c) is the most difficult to assess and also the most important. The only way in which a reasoned judgement can be made is for the librarian to have a detailed knowledge of the stock which he has at present. What books are issuing well; what books are issuing poorly; what subjects are being requested; what requests are not being met from stock; and so on.

Apart from the knowledge acquired on a day-by-day basis, the librarian can obtain valuable information from issue surveys. These are carried out once a year and involve counting all books on loan, and all books on the shelves, and splitting these figures up according to subject. For instance, a branch library might find that it had 20 books on Russian history in stock of which 19 were on the shelves and 1 in the issue. It might also find that it had 20 books on bookkeeping of which 19 were on issue and 1 on the shelves. In this case, the branch librarian would realise that he had too many books on Russian history, and too few on bookkeeping. Questionnaries issued to the public can also be useful in assessing demand - readers can be asked, for instance, what books they have read recently; what are their favourite subjects; whether they find the library stock suitable, etc.

Stocktaking

A. Stock Department

Principles and procedures of book selection

The function of the Stock Department is basically to coordinate orders placed by the public departments and branch libraries. The principle followed is that the staff who are in daily contact with the public are in the best position to assess the needs of the public, and book selection should therefore be done by them. Before a book is brought for any service point some of the following factors should be considered:

(a) Is it a good book of its kind?

(b) Has the library too few/too many books on the subject?

(c) Will it be well used in the department or branch for which it is being ordered?

There are other factors, such as price, which must be considered, but those listed are basic. A decision can be reached on (a) by means of the reputation of the author, or the publisher, or by reading a review or by examining the book itself. A good knowledge of the stock of the library is essential for assessing (b). Item (c) is the most difficult to assess and also the most important. The only way in which a reasoned judgement can be made is for the librarian to have a detailed knowledge of the stock which he has at present. What books are issuing well; what books are issuing poorly; what subjects are being requested; what requests are not being met from stock; and so on.

Apart from the knowledge acquired on a day-by-day basis, the librarian can obtain valuable information from issue surveys. These are carried out once a year and involve counting all books on loan, and all books on the shelves, and splitting these figures up according to subject. For instance, a branch library might find that it had 20 books on Russian history in stock of which 19 cere on the shelves and 1 in the issue. It might also find that it had 20 books on bookkeeping of which 19 were on issue and 1 on the shelves. In this case, the branch librarian would realise that he had too many books on Russian history, and too few on bookkeeping. Questionnaries issued to the public can also be useful in assessing demand - readers can be asked, for instance, what books they have read recently; what are their favourite subjects; whether they find the library stock suitable, etc.

Stocktaking

In any business or enterprise which allows the public free access to its stock, a certain amount of the stock will be stolen, and libraries are no exception. It is therefore necessary, in any such organisation, to compare the records of what should be in stock with what actually is in stock. This process is knows as Stocktaking. In the case of the Tanganyika Library Service, it involves the checking of the record (i.e. the stockcard) against the book which it represents. This process is carried out each year at the branch libraries. In the Central Lending Library, owing to a much larger number of books, only a section of the stock is checked each year, so that the whole stock is covered over a three year period.

Unless stocktaking is carried out regularly, there will be an increasing number of entries in the catalogue for which there are no books in the library (because they have been stolen). This causes confusion and irritation to both staff and readers and makes it almost impossible to operate an efficient request service.

When the checking has been completed, the librarian will be left with a number of stockcards for which no books can be found. If these cards are examined carefully, some useful information can be obtained for book selection purposes. It is almost always the case that the best books, or the books in great demand, are the ones which have been stolen and it should be obvious which subjects are the most popular because they will have the greatest number of books missing.

Book Selection - tools

When assessing a book for addition to stock, the librarian uses a number of aids to assist him in his decision. The best method of assessing the suitability of a book is to examine the book itself - this is done for books published locally. It is not normally possible in the case of books published overseas and it is here that book selection aids are necessary. The most important aids are :

1. Reviews. These vary in quality, but usually give an assessment of a book, by an impartial reviewer. The main drawback about reviews is that the best ones usually appear a considerable time after the book has been published. At the National Central Library, a large number of periodicals (e.g. The Times Literary Supplement) and newspapers (e.g. The Standard usually carries a review in the Friday issue of the week) are regularly scanned for reviews of worthwhile books.

2. Booklists. Subject booklists issued by reputable organisations are very useful when revising the stock of a particular subject. The best booklists contain annotations i.e. brief descriptions and assessments of the books.

3. Bibliographies. These are usually fairly comprehensive lists on a particular subject or dealing with a particular locality. One of the most widely used is the British National Bibliography (B.N.B.) which lists all books published in Britain. Many other countries e.g. Ghana, India, Canada, Australia, etc. also have National Bibliographies e.g. 'Printed in Tanzania' is our national bibliography and is compiled by the Stock Department. Another very useful bibliography is the Cumulative Book Index (C.B.I.), which lists English language books published throughout the world.

have been stolen). This causes confusion and irritation to both staff and readers and makes it almost impossible to operate an efficient request service.

When the checking has been completed, the librarian will be left with a number of stockcards for which no books can be found. If these cards are examined carefully, some useful information can be obtained for book selection purposes. It is almost always the case that the best books, or the books in great demand, are the ones which have been stolen and it should be obvious which subjects are the most popular because they will have the greatest number of books missing.

Book Selection - tools

When assessing a book for addition to stock, the librarian uses a number of aids to assist him in his decision. The best method of assessing the suitability of a book is to examine the book itself - this is done for books published locally. It is not normally possible in the case of books published overseas and it is here that book selection aids are necessary. The most important aids are :

1. Reviews. These vary in quality, but usually give an assessment of a book, by an impartial reviewer. The main drawback about reviews is that the best ones usually appear a considerable time after the book has been published. At the National Central Library, a large number of periodicals (e.g. The Times Literary Supplement) and newspapers (e.g. The Standard usually carries a review in the Friday issue of the week) are regularly scanned for reviews of worthwhile books.

2. Booklists. Subject booklists issued by reputable organisations are very useful when revising the stock of a particular subject. The best booklists contain annotations i.e. brief descriptions and assessments of the books.

3. Bibliographies. These are usually fairly comprehensive lists on a particular subject or dealing with a particular locality. One of the most widely used is the British National Bibliography (B.N.B.) which lists all books published in Britain. Many other countries e.g. Ghana, India, Canada, Australia, etc. also have National Bibliographies e.g. 'Printed in Tanzania' is our national bibliography and is compiled by the Stock Department. Another very useful bibliography is the Cumulative Book Index (C.B.I.), which lists English language books published throughout the world.

4. Library Assessions lists. Many libraries issue regular lists of the books which they add to stock and in some cases these can be very useful for selection purposes, particularly for material concerning Tanzania. It often happens, for instance, that the Tanganyika Library Service has its attention drawn to some obscure item concerning Tanzania only because it has appeared in the accessions list of another library specialising in East Africana e.g. Accession list of the University of Dar es Salaam library.

5. Secondhand booksellers and catalogues. These are used for selecting out-of-print material, mainly in the field of East Africana. Apart from obtaining copies on microfilm, etc., this is the only way of obtaining material which is out-of-print.

6. Publishers catalogues, lists, etc. These may be of many different types, and may list books, government publications, useful in drawing the attention of the librarian to new books, although they are not very useful in assessing books.

Book selection procedures

In the Tanganyika Library Service, the basic book selection is done from the weekly issues of the British National Bibliography. Each branch receives these and the Branch Librarians select from them books which they need. These orders are then sent to Stock Department and combined with the orders from the Central Library Departments, so that all the copies required may be ordered together. Books listed in B.N.B. are normally ordered through a bookseller in England.

This method of ordering covers new British books, but the Tanganyika Library Service must, of course, buy a wider selection than this. Books published in East Africa; in other African countries; or elsewhere in the world are traced by scanning book reviews, and booklists and by going through publishers catalogues.

Book order procedures and records.

(a) B.N.B. orders.

The branches submit the order slips and the Central Library Departments mark the weekly B.N.B. The bibliographic librarian marks the B.N.B. entries indicating which service points have asked for a particular book. Then the marked B.N.B. goes to the senior librarian, who goes through it cancelling any order that is 'irregular' according to the statement of book selection policy. He also orders any books that he thinks will be used well in any of the service points; he also selects books for the Exchange Section. The B.N.B. is returned to the bibliographic librarian who sees that order slips are made. Below is an example of an order slip which has been completed.

Author	BRENT, Peter	Date	5:71
Title	No way back from Prague	5 Qty.	ANF Class

obtaining material which is out-of-print.

6. Publishers catalogues, lists, etc. These may be of many different types, and may list books, government publications, useful in drawing the attention of the librarian to new books, although they are not very useful in assessing books.

Book selection procedures

In the Tanganyika Library Service, the basic book selection is done from the weekly issues of the British National Bibliography. Each branch receives these and the Branch Librarians select from them books which they need. These orders are then sent to Stock Department and combined with the orders from the Central Library Departments, so that all the copies required may be ordered together. Books listed in B.N.B. are normally ordered through a bookseller in England.

This method of ordering covers new British books, but the Tanganyika Library Service must, of course, buy a wider selection than this. Books published in East Africa; in other African countries; or elsewhere in the world are traced by scanning book reviews, and booklists and by going through publishers catalogues.

Book order procedures and records.

(a) B.N.B. orders.

The branches submit the order slips and the Central Library Departments mark the weekly B.N.B. The bibliographic librarian marks the B.N.B. entries indicating which service points have asked for a particular book. Then the marked B.N.B. goes to the senior librarian, who goes through it cancelling any order that is 'irregular' according to the statement of book selection policy. He also orders any books that he thinks will be used well in any of the service points; he also selects books for the Exchange Section. The B.N.B. is returned to the bibliographic librarian who sees that order slips are made. Below is an example of an order slip which has been completed.

Author	BRENT, Peter		Date 5:71		
Title	No way back from Prague		5 Qty.	ANF Class	
Publisher	Hodder and Stroughton	Bookseller B	ARU ✓	IRI ✓	KIB
Date	1970	Order No.M 188/5:71	KIL	MBE	MOR
Edition			MTW	TAB	MWA
S.B. No. 340105682			TAN ✓		WLA
Price 28/-		Reason for non-supply.	DAR 2	BR	EX
Please supply to Tanganyika Library Service, P.O. Box 9283 Dar es Salaam.				SM	SEX

The order slip, apart from giving the bibliographic details i.e. author, title, publisher, date of publication, edition, has also a grid location box indicating the service points that have asked for the title. In this case, Dar Adult has asked for 2 copies, Arusha, Iringa and Tanga have each asked for a copy. Thus the number of copies required is 5.

These slips then are checked against the Master Stock Record to find out if the title is in stock or if it is being processed and it is then checked against the Order Catalogue to find out if the title is in order. Once these checks have been carried out, the pink slips are collected together and sent to the book supplier with an official order form. The white duplicate slip is filed into the Order Catalogue.

(b) Orders other than from B.N.B.

These originate in the form of marked publishers' catalogues, booklists, etc. The marked items are checked against the Master Stock Record and Order Catalogue. Then order slips are written, and the same procedure as for (a) is followed.

(c) Books published in East Africa.

Copies on approval are asked for from the booksellers and the Central Library Departments indicate if they need the book and the number of copies they need. The senior librarian, Stock Department, assesses the value of the books and its worth in buying the book for other service points. The same procedure as for (a) is then followed.

Methods of acquisition

(a) Purchase - takes the form of placing orders for books

(b) Donations - an organisation or an individual sending books to the library free of charge. T.L.S. accepts gifts of books under the condition that it will retain books which are useful and discard those which are irrelevant.

(c) Exchange - T.L.S. obtains quite a few books and journals on an exchange basis. T.L.S. marks the documents needed from the exchange lists of libraries or asks an organisation for its publications. In turn, T.L.S. sends out an exchange list to organisations and libraries and the marked items are sent to the requesting organisation. For instance, Botswana Library Service sends T.L.S. their bibliography and in turn T.L.S. sends 'Printed in Tanzania'.

(d) Legal Deposit - It is governed by the Libraries (Deposit of Books) Act, 1962 and the subsequent Order made by the Minister for Education in 1963 requiring printers to deposit a perfect copy with the T.L.S. and another perfect copy with the University of Dar es Salaam Library. Periodicals, newspapers, books, maps, etc. are obtained in this way. For instance, T.L.S. receives a copy of: The Standard, The Nationalist, Ngurumo and Uhuru as legal deposit copy.

Processing routine in the Stock Department.

Processing routine is the routine through which a book passes before it is presented to the public for use. There are reasons for these processes as will become clear in the following notes.

1. Unpacking and checking of invoices

When books arrive from booksellers, they have to be checked against the invoices which, in most cases, arrive in advance. These invoices show the quantity of books supplied and prices, and the order number. While checking the invoices there is a supplier's information which has to be recorded in the book received, in this form: e.g. CB/3:71/8863/5/50. This means that a certain book was purchased from the Cathedral Bookshop (CB), and it arrived at the Library in March 1971 (3:71); and the supplier's [illegible] number was 8863; the price of the book was Shs.5/[illegible] information will help when answering quest[illegible] fr[illegible] auditors.

After checking the invoices, the books are checked against the 'order file' to see whether the books ordered have been supplied as requested. The information to be found is mainly on quantity, titles and editions.

2. Cataloguing

When the Accessions' Clerk has checked the above, the books are passed on to the cataloguers. The cataloguers check whether the books are new or added copies, whether some of them need binding, or ought to be acquired for the East Africana.

Cataloguing of added copies means putting in instructions for the typists to make added cards for the books in question. They contain old entries found on the Master Stock Cards. The typists copy the entry with minor amendments if so indicated. Usually each added copy gets two stockcards and one

in 1963 requiring printers to deposit a perfect copy with the T.L.S. and another perfect copy with the University of Dar es Salaam Library. Periodicals, newspapers, books, maps, etc. are obtained in this way. For instance, T.L.S. receives a copy of: The Standard, The Nationalist, Ngurumo and Uhuru as legal deposit copy.

Processing routine in the Stock Department.

Processing routine is the routine through which a book passes before it is presented to the public for use. There are reasons for these processes as will become clear in the following notes.

1. Unpacking and checking of invoices

When books arrive from booksellers, they have to be checked against the invoices which, in most cases, arrive in advance. These invoices show the quantity of books supplied and prices, and the order number. While checking the invoices there is a supplier's information which has to be recorded in the book received, in this form: e.g. CB/3:71/8863/5/50. This means that a certain book was purchased from the Cathedral Bookshop (CB), and it arrived at the Library in March 1971 (3:71); and the supplier's invoice number was 8863; the price of the book was Shs.5/50. This information will help when answering questions from auditors.

After checking the invoices, the books are checked against the 'order file' to see whether the books ordered have been supplied as requested. The information to be found is mainly on quantity, titles and editions.

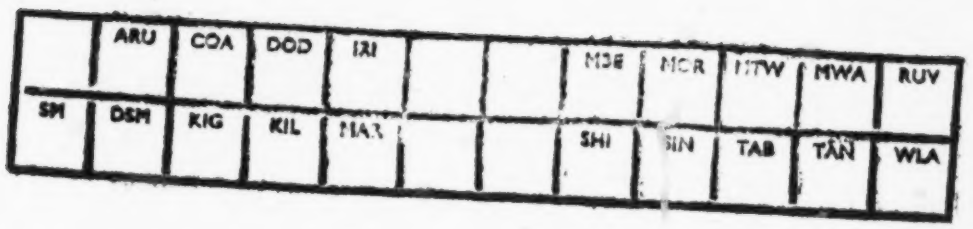
2. Cataloguing

When the Accessions' Clerk has checked the above, the books are passed on to the cataloguers. The cataloguers check whether the books are new or added copies, whether some of them need binding, or ought to be acquired for the East Africana.

Cataloguing of added copies means putting in instructions for the typists to make added cards for the books in question. They contain old entries found on the Master Stock Cards. The typists copy the entry with minor amendments if so indicated. Usually each added copy gets two stockcards and one bookcard.

For new copies, drafts are written from which cards are typed. For every new book there is a certain number of specified cards, as follows:

(a) Adult Non-Fiction books: 6 cards -
2 stockcards
1 card filed in author section
1 card filed in classified section
1 title card filed in title section
1 Master stockcard which bears a grid stamp showing locations. (See over)



(b) Adult Fiction books: 5 cards
as above except they do not have
classified cards.

(c) ALL Kiswahili books get 6 cards,
if **NON-FICTION**, and 5 cards if FICTION,
but added copies get ONE STOCKCARD each;
and they have GREEN 4"x2" bookcards and
white 5"x3", depending on whether they
are for normal lending purposes or for
adult education centres, or for school
mobile respectively.

(c) JUNIOR books -
(i) Non-fcition 4 cards:
2 stockcards (one of which is accessioned),
1 title card
1 Master stockcard.

They have labels and bookcards of a separate colour.

(ii) Fiction 3 cards:
1 stockcard (which is accessioned)
1 title card
1 Master stockcard.

3. Typing cards and spine labels

When the drafts have been prepared and the number of cards has been indicated, the books are passed on to the senior cataloguer for final checking before they are given to the typists.

Typists have their TYPING MANUALS to which they refer in order to carry out the instructions properly. The manual covers all aspects regarding the layout of the entries of all types, bookcards, colour of stationery and labels. For more details of this section see "TYPING MANUAL, A completely revised version of 1970".

4. Poisoning, pasting and accessioning

After all the typing has been done and checked by cataloguers, the books are sent on to the place where they get the final preparation. This process includes:

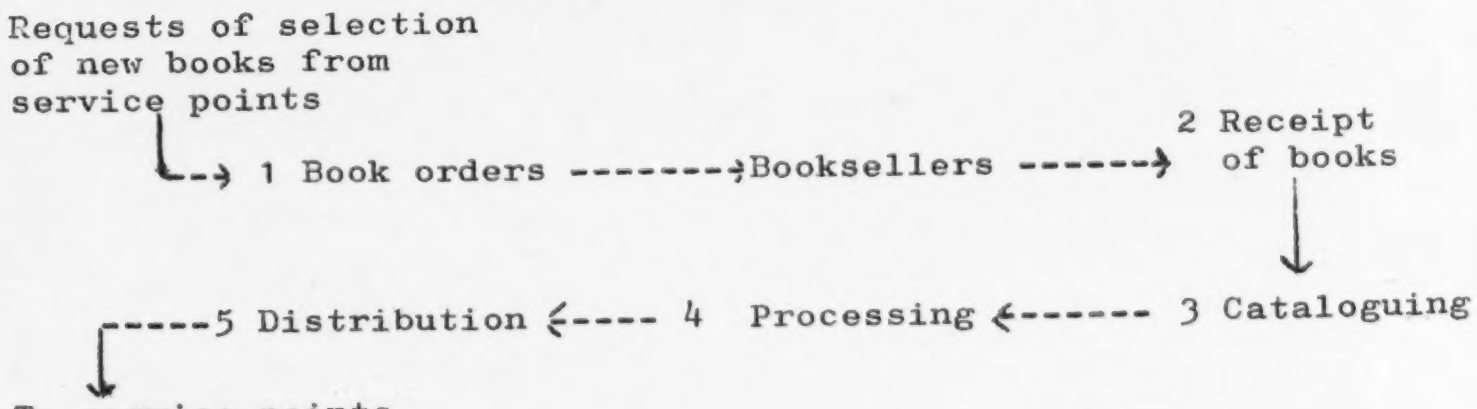
(a) Poisoning. All books have to be protected against termites and mould by applying a solution on the spines and inside the covers.

(b) After poisoning they are given 'Date Due labels' which will be used to record the date a book should be returned by a borrower. These labels are fixed on the front flyleaves of the books, and have pockets for safe-keeping of bookcards. At this stage they are stamped with the ownership stamp to indicate that they belong to the library.

(c) The final process before the book is ready for use is ACCESSIONING. This is the process of giving each individual book a running number by using a machine. At the same time the author's name and classification number are written on the date labels to ensure that when a bookcard is removed it is returned to exactly the same book. And the supplier's information already recorded in the book is marked against the accession numbers on the Master Stockcards. This helps to coordinate the book with the price and supplier should there be a demand for this information.

(d) Distribution. When all these processes have been done the books are ready for use. They are distributed to the branches and marked on the grid where they are going.

That ends the trip of the book around the Stock Department. See chart below showing flow of work:



Cataloguing and Classification

Cataloguing

To catalogue a book is to make a record of essential information that may be needed to be known about it on a future occasion when it may not be possible to handle it, and to place this record in some systematic order so that it can quickly be found when it is wanted.

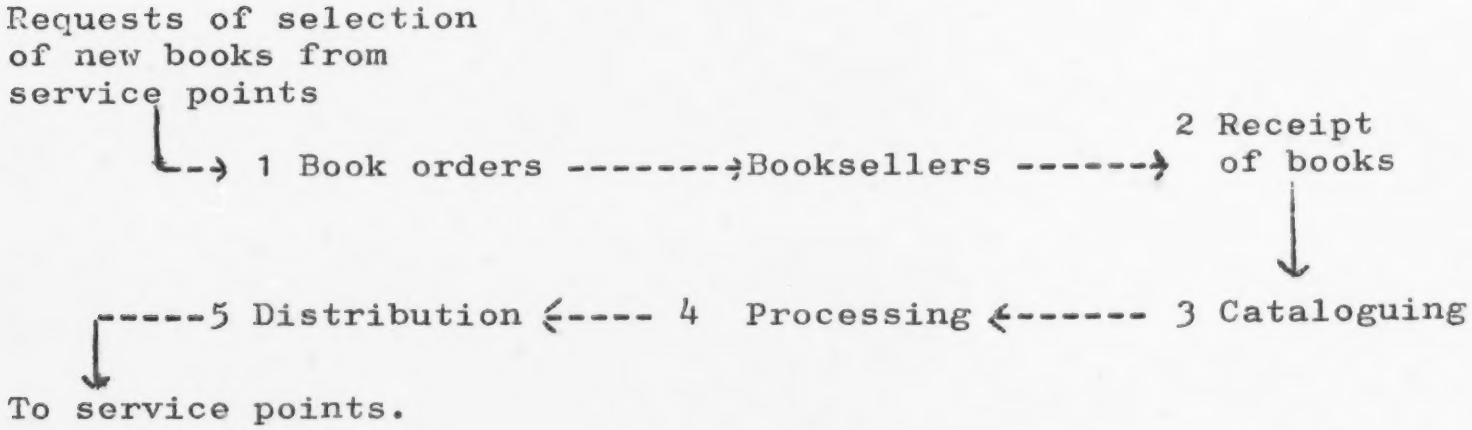
There may be two systematic arrangements, one based on authorhsip of books and one on their subject matter. Therefore, the purpose of cataloguing is to arrange documents physically usually by SUBJECT or AUTHOR if fiction.

The catalogue provides access to the collection through various entries by which a reader may seek the documents.

(c) The final process before the book is ready for use is ACCESSIONING. This is the process of giving each individual book a running number by using a machine. At the same time the author's name and classification number are written on the date labels to ensure that when a bookcard is removed it is returned to exactly the same book. And the supplier's information already recorded in the book is marked against the accession numbers on the Master Stockcards. This helps to coordinate the book with the price and supplier should there be a demand for this information.

(d) Distribution. When all these processes have been done the books are ready for use. They are distributed to the branches and marked on the grid where they are going.

That ends the trip of the book around the Stock Department. See chart below showing flow of work:



Cataloguing and Classification

Cataloguing

To catalogue a book is to make a record of essential information that may be needed to be known about it on a future occasion when it may not be possible to handle it, and to place this record in some systematic order so that it can quickly be found when it is wanted.

There may be two systematic arrangements, one based on authorhsip of books and one on their subject matter. Therefore, the purpose of cataloguing is to arrange documents physically usually by SUBJECT or AUTHOR if fiction.

The catalogue provides access to the collection through various entries by which a reader may seek the documents.

The purpose of the catalogue can be defined as:

1. To enable a reader to find a book by
   - (a) Author - if known;
   - (b) Title - if known;
   - (c) Subject - if known;
2. To show the reader the books by
   - (d) a given author;
   - (e) a given subject;
   - (f) a kind of literature.

3. To assist the choice of book

(g) by edtion (bibliographically)
(h) by character (literary, topically).

Clearly there are TWO FUNCTIONS performed by a catalogue:

1. Accurate and speedy determination of presence of document specified by author, or title, and where to find it.

2. What material the library has on a given subject and where it is located.

Types of catalogues, according to the internal arrangements.

There are two major types of catalogues - AUTHOR catalogues and SUBJECT catalogues

In AUTHOR catalogues, cuthors' names in the headings are arranged in alphabetical order by surname first. The surname is considered the most stable element, and is separated from the forenames by a comma, to show inversion.

The arrangement includes editors, translators, artists, titles (where documents are catalogued under titles), corporate bodies, etc. depending on the nature of the document. Sometimes prominent titles are included to make this catalogue an author/title catalogue.

In SUBJECT catalogues, headings on entries designate subject matter of a document, and they are arranged systematically for subject identification and retrieval. When the headings are in words, such catalogues are called Alphabetical Subject Catalogues, and the arrangement is alphabetical. If the headings are classification symbols, using Classification Scheme preferably complemented with an alphabetical index of subjects), such a catalogue is called a Classified Subject Catalogue.

Briefly it can be stated that there are TWO 'CLASSICAL' INNER FORMS of catalogues:

1. Dictionary Catalogues - whereby entries are inter-filled in one alphabetical sequence, consisting of authors, titles, subject headings (verbal), references, series headings, etc., etc.

2. Classified Catalogues - consisting of three parts; the principal of which is the classified file - entries arranged by classification symbols; a subject index ccmplementing the former: and an author/title file; either together or separately arranged in alphabetical sequence.

(g) by edition (bibliographically)
(h) by character (literary, topically).

Clearly there are TWO FUNCTIONS performed by a catalogue:

1. Accurate and speedy determination of presence of document specified by <u>author</u>, or <u>title,</u> and where to find it.

2. What material the library has on a given subject and where it is located.

<u>Types of catalogues, according to the internal arrangements</u>.

There are two major types of catalogues - AUTHOR catalogues and SUBJECT catalogues

In AUTHOR catalogues, cuthors' names in the headings are arranged in alphabetical order by surname first. The surname is considered the most stable element, and is separated from the forenames by a comma, to show inversion.

The arrangement includes editors, translators, artists, titles (where documents are catalogued under titles), corporate bodies, etc. depending on the nature of the document. Sometimes prominent titles are included to make this catalogue an author/ title catalogue.

In SUBJECT catalogues, headings on entries designate subject matter of a document, and they are arranged systematically for subject identification and retrieval. When the headings are in words, such catalogues are called <u>Alphabetical Subject Catalogues</u>, and the arrangement is alphabetical. If the headings are classification symbols, using Classification Scheme preferably complemented with an alphabetical index of subjects), such a catalogue is called a <u>Classified Subject Catalogue.</u>

Briefly it can be stated that there are TWO 'CLASSICAL' INNER FORMS of catalogues:

1. <u>Dictionary Catalogues</u> - whereby entries are inter-filled in one alphabetical sequence, consisting of authors, titles, subject headings (verbal), references, series headings, etc., etc.

2. <u>Classified Catalogues</u> - consisting of three parts; the principal of which is the <u>classified file</u> - entries arranged by classification symbols; <u>a subject index</u> complementing the former: and an <u>author/title file</u>; either together or separately arranged in alphabetical sequence.

From the foregoing, we can summarize the features of a Classified Catalogue thus:

1. There is a logical arrangement of subjects in the classified file; displaying coordinate and subordinate relationships;
2. The <u>Subject Index</u> complements, that is it aids in clarification of subject search;
3. The notation is independent of natural language.
4. The flexibility of subject index adds easiness to users by correlating distributed relatives.

Some of the criticisms levelled against this type of catalogue are as follows:

1. The calssified file reflects illogicalities within the classification scheme used - some parts of the schedules become outdated, therefore there is need for constant revision;
2. The notation is not readily acceptable and comprehensible to the users;
3. There are two-step approachs to the required subject entries by using subject index;
4. The user does not always require complete class sequence of the associated subjects - he needs material on a specific subject quickly.

The features displayed by a DICTIONARY Catalogue are as follows:

1. The single alphabetical sequence of author/title and subject headings are easily comprehensible to users like dictionaries, directories, and encyclopaedias.
2. It permits ease of consultation, by 'syndetic' chain of subject references leading through from generic to specific and from collateral subjects.
3. Subject headings are independent of calssification scheme used.
4. Subject headings can be manipulated to match the user's terminology.

The criticisms which can be levelled against Dictionary Catalogues are:

1. Verbal headings separate classes and subjects, and scatter them in the alphabetical sequence;
2. References bewilder the users;
3. It depends on the list of 'established' headings leading to the difficulties with semantic change and obsolescence of terms.
4. The alphabetical arrangement becomes difficult when the catalogue grows.

<u>The Tanganyika Library Service Catalogue</u>

This is a CLASSIFIED Catalogue, consisting of:

(a) CLASSIFIED SEQUENCE

In this sequence the entries are arranged in classified order according to the Dewey Decimal Classification Scheme used by the library. The classification numbers are found on the top righthand corner of the cards. They range from 000 to 999 with sub-divisions in decimal order. This is the order by which books are shelved; and they appear in the order of General to Specific.

(b) SUBJECT INDEX

The subject index is arranged in alphabetical order but showing the classification numbers of the subjects. The sequence does not represent the books in the library, but subjects covered.

A typical subject index entry would be:

AFRICA: History - 960)
AFRICA: Travel - 916)
Anthropology - 390)

i.e. All books on the history of Africa will have 960 as the root number.

(c) AUTHOR SEQUENCE

This is an alphabetical sequence of entries by author. Note that the form of author may be personal corporate or title. See definitions.

(d) TITLE SEQUENCE

This is an alphabetical sequence of title entries which informs the reader whether the particular book he wants is in stock.

1. Tools used in cataloguing and classification.

There are two main tools used at the Tanganyika Library Service when cataloguing the book stock; these are Dewey Decimal Classification, 17th edition, and the Anglo-American Cataloguing Rules, 1967. Conventionally, the two documents are knows for short as Dewey 17th ed., and A-ACR, respectively. The Dewey 17th ed. is in two volumes: Volume I consists of tables of classification grouped into ten major subject headings :

000 - Generalia
100 - Philosophy and psychology
200 - Religion
300 - The Social sciences
400 - Languages (Philology)
500 - Pure sciences
600 - Applied science (Technology)
700 - The Arts (Fine arts)
800 - Literature
900 - History and Geography.

Each of these broad subjects is further subdivided to show specificity of a subject so that when a certain book is being classified it will go with those books on similar subject and find its position among them according to the degree of its specificity.

Volume 2 of the scheme is an index of the subjects covered in the first volume. It directs the user to the subject of enquiry, either directly or indirectly using cross references.

The A-ACR is a book which has to be consulted by a cataloguer in order to establish the author heading of a certain book, and the proper sequence of terms in the catalogue entry. It is a guide to the descriptive part of the catalogue entry.

Other supplementary tools used unclude:

(a) Bibliographies, especially the British National Bibliography, British Books in Print, Library of Congress Catalogues. These help to give details of the books if they are not properly shown in a certain book being catalogued.

(b) Dictionaries of various languages, e.g. French/

(c) AUTHOR SEQUENCE

This is an alphabetical sequence of entries by author. Note that the form of author may be personal corporate or title. See definitions.

(d) TITLE SEQUENCE

This is an alphabetical sequence of title entries which informs the reader whether the particular book he wants is in stock.

1. Tools used in cataloguing and classification.

There are two main tools used at the Tanganyika Library Service when cataloguing the book stock; these are Dewey Decimal Classification, 17th edition, and the Anglo-American Cataloguing Rules, 1967. Conventionally, the two documents are knows for short as Dewey 17th ed., and A-ACR, respectively. The Dewey 17th ed. is in two volumes: Volume I consists of tables of classification grouped into ten major subject headings :

000 - Generalia
100 - Philosophy and psychology
200 - Religion
300 - The Social sciences
400 - Languages (Philology)
500 - Pure sciences
600 - Applied science (Technology)
700 - The Arts (Fine arts)
800 - Literature
900 - History and Geography.

Each of these broad subjects is further subdivided to show specificity of a subject so that when a certain book is being classified it will go with those books on similar subject and find its position among them according to the degree of its specificity.

Volume 2 of the scheme is an index of the subjects covered in the first volume. It directs the user to the subject of enquiry, either directly or indirectly using cross references.

The A-ACR is a book which has to be consulted by a cataloguer in order to establish the author heading of a certain book, and the proper sequence of terms in the catalogue entry. It is a guide to the descriptive part of the catalogue entry.

Other supplementary tools used unclude:

(a) Bibliographies, especially the British National Bibliography, British Books in Print, Library of Congress Catalogues. These help to give details of the books if they are not properly shown in a certain book being catalogued.

(b) Dictionaries of various languages, e.g. French/English Dictionary, German/English Dictionary, etc., and Encyclopaedias, Who's Who and other bibliographical dictionaries used to ascertain the meanings of foreign languages and correct entry of some difficult names.

(c) The Cataloguing Manual, Typing Manual and Filing Manual, which show the T.L.S. practices. This is because every library has its own practices unique to the situation and local circumstances.

Periodicals

Definition:- "Periodicals are publications issued at intervals, each issue being numbered consecutively with no foreseen end to the sequence of publication".

Selection:- Extreme care is required in the selection of periodicals since money spent upon the purchase of a subscription to a periodical becomes practically a permanent charge upon the library funds. Some guidelines for periodicals selection are:

(a) Acquire basic periodicals in the subjects or country. From there on, acquire periodicals of higher level in the subjects.

(b) Acquire periodical titles that are indexed.

Like in book selection, there are other factors, such as price, that have to be considered. Periodicals printed in Tanzania are received on legal deposit and since the output of periodicals in East Africa is not big most titles are acquired.

Ordering :- Each year, the branches and the Central Library Departments, notify the Senior Librarian of their periodical requirements, additional titles required, and titles to be cancelled. The Senior Librarian has discretion regarding the ordering of periodicals and this depends on several factors, primarily the periodical fund. Service points have to keep within the amount budgeted for for their periodical requirements.

Periodical titles published locally and in East Africa are ordered direct, e.g. subscription to 'East Africa Journal' is placed with the East African Publishing House, the publisher of the journal. Periodicals that emanate from overseas are ordered through an agent in Britain. However, some branches, e.g. Iringa, buy periodicals published locally from a book supplier in Iringa.

All subscriptions to periodicals are placed on standing order basis, subscriptions are thus renewed automatically unless otherwise notified.

Receipt:- Branch libraries keep their own records. Stock Department keeps records of periodicals for the Central Library Departments. Visible record card system is used. The 6"x4" cards contain the following information:

Source - Publisher
Frequency - Weekly/fortnightly/monthly/quarterly/etc.
Price - annual subscription
Disposal - Display/file/etc.
Method - Gift/exchange/subscription/legal deposit.
Address - Address of publisher.

The leading or 'visible' edges of the cards carry the filing devices, the periodical titles, and the edges are protected by a transparent detachable plastic sleeve.

The principal method of arrangement is the segregation of the cards into the various frequencies of issues of the periodical titles they represent which are then arranged in alphabetical order. All cards for periodical titles that are issued weekly are filed in one tray.

Recording the periodicals is carried out usually by denoting the number of a periodical on the body of the card. By attaching 'signals' to the visible edge under the plastic sleeve it is possible to indicate visually the arrival of a periodical. Signals are flat pieces of coloured plastic which can be traversed along the visible edge of the card under the plastic sleeve.

Distribution- Legal deposit periodicals and newspapers are not displayed, but are filed in locked cupboards in the Adult Lending Library. Other periodicals are displayed in the Lending Library in alphabetical order by title. Newspapers are displayed in the Adult Lending Library at the back of the Enquiries desk. Periodicals on librarianship are displayed in the staff library.

After the periodicals and newspapers have been displayed in the Adult Library, and new issues have been received, the previous issues are sent to the Stock Department where they are filed in flat shelves in alphabetical order by title. After a year, these are collected together and are sent for binding.

Exchange Section

This is part of the Stock Department. It offers a collection of books on loan to any Ujamaa village, school, community centre, prison or other responsible group.

History. The book collection service, familiarly known as the Book Box Service, originated from the time when the East African Literature Bureau used to send collections of books in wooden boxes to centres. At the beginning a fee of Shs.100/- was paid for a collection of 150 to 200 books and by special arrangements some centres received a collection of 300 to 500 books at a fee of Shs.150/-.

In July 1968, the system was changed to Deposit Account whereby a centre was required to pay Shs.1/- per book. The minimum deposit was Shs.50/- and the maximum Shs.500/-.

In 1971, the system of Deposit Account was reviewed. Since Tanzania placed much emphasis on adult education, it was finally decided to make the service free of charge. Hence any responsible group can ask for a collection and receive it without any charge.

Availability. The service is open to all institutions. Initially a centre will receive a collection of 150 books. If any centre requires more than 100 books it will have to write to the Director explaining the reasons for needing more books. The centre must have a sponsoring authority approved by the Tanganyika Library Service. If the centre fails to pay for lost and damaged books, the sponsoring authority is required to do so.

Regulations. The centre has to comply with the regulations summarised in the application form (see page 36).

Operation routine. The Exchange Section keeps in touch with all the centres as follows:

1. Monthly issue forms are despatched with the collection.
2. A form letter, informing the person in charge of the centre that the collection has been despatched, is sent on the very day. When the collection is received, the person in charge returns the forms to the Exchange Section.
3. Exchange notice is sent to the centres every year asking them to return the collection.
4. After the collection has been received and checked, the centre is informed of details of any missing or damagedbooks and the amount due for these books.
5. If the centre or the sponsoring authority fails to pay, the centre is 'blacklisted' and does not receive the collection any more.

55

TANGANYIKA LIBRARY SERVICE 36 -
P. O. Box 9283,
Dar es Salaam.

APPLICATION FOR COLLECTION OF BOOKS

Please supply a collection of books on loan to:

Name of Centre: _____

Postal Address: _____

_____

We agree to:

1. Accept full liability to refund the value of books which are lost, damaged, stolen or destroyed while in our possession.

2. Arrange for a suitable building or room to house the Library which will be easily accessible to people likely to use it.

3. Make the books available to readers free of charge.

4. Appoint a responsible person to be Centre Librarian and to take charge of the library. This person will:

   (a) Open the library at regular times

   (b) Encourage potential readers by assisting them in their choice of books

   (c) Keep the necessary records

   (d) Return the completed Monthly Issue Report to the Tanganyika Library Service at the end of each month

   (e) Return the book collection when requested.

5. We fully understand that these regulations are binding, and shall do all in our power to co-operate with the Tanganyika Library Service in everyway possible.

Please send all correspondence relating to the library to:

Title of person in charge of the Centre: _____

Name of the Centre: _____

_____

Postal address of the Centre: _____

_____

Stamp and signature of the sponsoring authority: _____

_____

Signature of person i/c of the centre: _____

Name in Block Capitals: _____

Position: _____

Please supply a collection of books on loan to:

Name of Centre: _____

Postal Address: _____

_____

We agree to:

1. Accept full liability to refund the value of books which are lost, damaged, stolen or destroyed while in our possession.

2. Arrange for a suitable building or room to house the Library which will be easily accessible to people likely to use it.

3. Make the books available to readers free of charge.

4. Appoint a responsible person to be Centre Librarian and to take charge of the library. This person will:

   (a) Open the library at regular times

   (b) Encourage potential readers by assisting them in their choice of books

   (c) Keep the necessary records

   (d) Return the completed Monthly Issue Report to the Tanganyika Library Service at the end of each month

   (e) Return the book collection when requested.

5. We fully understand that these regulations are binding, and shall do all in our power to co-operate with the Tanganyika Library Service in everyway possible.

Please send all correspondence relating to the library to:

Title of person in charge of the Centre: _____

Name of the Centre: _____

_____

Postal address of the Centre: _____

_____

Stamp and signature of the sponsoring authority: _____

_____

Signature of person i/c of the centre:

_____

Name in Block Capitals:

_____

Position: _____

Date: _____

Please complete the following information questions to help us select and despatch your collection.

1. What kind of books are needed by the Centre?

   _____

2. By what means of transport do you usually receive supplies from Dar es Salaam _____

Please complete two (2) copies of this form. Return one copy to:

The Director,
Tanganyika Library Service,
P. O. Box 9283, DAR ES SALAAM.

Keep the second copy of this form in your files.

The book trade in East Africa.

In East Africa the publishing industry which was set up during the Colonial era is still largely dominated by British firms which decided to set up branches in these countries.

Some of the foreign publishers that have branches in East Africa are the Oxford University Press, Nelson, Longmans, Heinemann and Macmillan & Co. They mainly publish educational books and books with topical interest in East Africa.

However, apart from these foreign publishing firms, we also have a few local publishers. Among the local publishers are, The East African Literature Bureau, which was again set up during the Colonial times and initially many of its early titles publised reflected a foreign bias. However, it is now gratifying to see them publish books in Swahili and also in vernaculars in Kenya and Uganda. The E.A.L.B. also encourages and helps students from colleges and also local authors in writing books.

The new emphasis on adult education in East African countries has given a boost to the East African Literature Bureau to publish books for those who are just beginning to learn to read and write. Apart from reprinting old titles, the E.A.L.B. also publishes many new titles each year.

Among other local publishers in East Africa are The East African Publishing House, which again publishes books both in the English language and in Swahili. It also does a lot of translating into Swahili of the existing English titles for the benefit of the local readers.

Tanzania Publishing House is another local publisher which publishes educational books both in the English and Swahili languages. It is a subsidiary of the National Development Corporation. Its overseas agent is Macmillan & Co.

Another well-known local publisher is the University Press of Africa (Quality Publications Ltd.) which brings out quite worthwhile publications in the English language.

However, all in all there still exists a need for a strong local publishing industry which would encourage a lot of local people who are interested in writing. It is quite encouraging to see that some institutions in Tanzania entrust the work of publishing to local publishers, rather than have their publications published overseas e.g. The Historical Association of Tanzania gives E.A.P.H. its work to publish.

countries.

Some of the foreign publishers that have branches in East Africa are the Oxford University Press, Nelson, Longmans, Heinemann and Macmillan & Co. They mainly publish educational books and books with topical interest in East Africa.

However, apart from these foreign publishing firms, we also have a few local publishers. Among the local publishers are, The East African Literature Bureau, which was again set up during the Colonial times and initially many of its early titles publised reflected a foreign bias. However, it is now gratifying to see them publish books in Swahili and also in vernaculars in Kenya and Uganda. The E.A.L.B. also encourages and helps students from colleges and also local authors in writing books.

The new emphasis on adult education in East African countries has given a boost to the East African Literature Bureau to publish books for those who are just beginning to learn to read and write. Apart from reprinting old titles, the E.A.L.B. also publishes many new titles each year.

Among other local publishers in East Africa are The East African Publishing House, which again publishes books both in the English language and in Swahili. It also does a lot of translating into Swahili of the existing English titles for the benefit of the local readers.

Tanzania Publishing House is another local publisher which publishes educational books both in the English and Swahili languages. It is a subsidiary of the National Development Corporation. Its overseas agent is Macmillan & Co.

Another well-known local publisher is the University Press of Africa (Quality Publications Ltd.) which brings out quite worthwhile publications in the English language.

However, all in all there still exists a need for a strong local publishing industry which would encourage a lot of local people who are interested in writing. It is quite encouraging to see that some institutions in Tanzania entrust the work of publishing to local publishers, rather than have their publications published overseas e.g. The Historical Association of Tanzania gives E.A.P.H. its work to publish.

Publishing and bookselling go hand in hand. Whatever is published locally must be sold out by local bookshops. It is however a pity to see that not many good bookshops exist, at least not in Tanzania. In Dar es Salaam the only two reliable bookshops are the Dar es Salaam Bookshop and the Cathedral Bookshop. Dar es Salaam can do with a few more good bookshops, which can meet the demand of the individual readers and libraries. Often it happens that due to lack of good bookshops in Tanzania, we have to rely on foreign booksellers to supply our needs. This however goes for foreign publications. The Tanzania Elimu Supplies have a Text Books Division and the supply of books especially educational may improve in the future.

B. ADULT LIBRARY SERVICES

Adult Lending

Basically, the function of the Adult Lending Library is to lend books for home reading to the following types of readers:

(a) Registered borrowers living in the city of Dar es Salaam.

(b) Registered postal readers living in remote areas of mainland Tanzania where library facilities are non-existent.

(c) Registered readers at Tanganyika Library Service Branches through the request service network.

(d) Other libraries, ministries and institutions in Dar es Salaam.

The Tanganyika Library Services Board:

(1) Believes in the freedom to read and independence of thought of all Tanzanians.

(2) Believes that books and other pertinent material are powerful and indispensable agents of bringing enlightenment, inspiration, new knowledge and encouragement to every member of the community.

(3) Believes that education is a lifelong process which the public library can sustain.

From the above principles, it can be seen that the Lending Library lends books to readers for the following reasons:

(a) To enable Tanzanians to acquire education, new knowledge, job skills and talents.

(b) To enable Tanzanians to further any hobbies which they may have.

(c) To enable Tanzanians to gather inspiration and courage in their endeavours to build the nation.

(d) To enable Tanzanians to keep abreast of current events; communicate local and the world's best thought, therefore widening their horizons and experience.

(e) To enable Tanzanians to be in a position to judge matters and to formulate their own opinions.

(f) To enable the newly literate to further their literacy skill which can in turn help them to improve their way of life in all its domesnions.

To quote President J.K. Nyerere ".... books are a

Adult Lending

Basically, the function of the Adult Lending Library is to lend books for home reading to the following types of readers:

(a) Registered borrowers living in the city of Dar es Salaam.

(b) Registered postal readers living in remote areas of mainland Tanzania where library facilities are non-existent.

(c) Registered readers at Tanganyika Library Service Branches through the request service network.

(d) Other libraries, ministries and institutions in Dar es Salaam.

The Tanganyika Library Services Board:

(1) Believes in the freedom to read and independence of thought of all Tanzanians.

(2) Believes that books and other pertinent material are powerful and indispensable agents of bringing enlightenment, inspiration, new knowledge and encouragement to every member of the community.

(3) Believes that education is a lifelong process which the public library can sustain.

From the above principles, it can be seen that the Lending Library lends books to readers for the following reasons:

(a) To enable Tanzanians to acquire education, new knowledge, job skills and talents.

(b) To enable Tanzanians to further any hobbies which they may have.

(c) To enable Tanzanians to gather inspiration and courage in their endeavours to build the nation.

(d) To enable Tanzanians to keep abreast of current events; communicate local and the world's best thought, therefore widening their horizons and experience.

(e) To enable Tanzanians to be in a position to judge matters and to formulate their own opinions.

(f) To enable the newly literate to further their literacy skill which can in turn help them to improve their way of life in all its domesnions.

To quote President J.K. Nyerere ".... books are a very important way to knowledge and to self improvement, from them we can learn new ideas, new techniques of working and new methods..."

Routines

All assistants are expected to know in great detail the Adult Lending Library routines and procedures including:

Registration of readers.
Arrangement of the bookstock
Charging system in use
Loan period
Renewals
Request service
Overdue procedure

Lost and damaged books
Readers' advisory service
Stock control and repair
Statistics
The purpose and function of the Exhibition and Meeting Room
Postal Library service.

Note that an exhaustive account of the lending library operations is given in the Staff Manual for Adult Lending Library. Notes on the East Africana, Reference and Postal Library Service have been included, therefore all assistants should endeavour to read the manual as objectively as possible.

Charging system

The Tanganyika Library Service uses the Browne's Charging system. This is the traditional method in British and American Librarianship. The book has a pocket and a book card bearing:

(a) class number
(b) accession number
(c) author's name
(d) short title.

The book card is housed in the pocket. The reader or borrower is issued with a ticket (pocket-like) bearing his name and address. In order to issue a book the book card is transferred into the ticket and the date of return stamped on the date label in the book. The arrangement of the charges is

(a) in alphabetical order of author's surname for fiction

(b) in order of class numbers for non-fiction

(c) in alphabetical order of author's surname for Swahili books.

Note that some libraries arrange the charges in order of accession numbers.

The filing is done in trays according to the date of return. During discharge, the book card is transferred from the reader's ticket to the book pocket and the ticket returned to the reader. If the book is not needed by other readers and the borrower wishes to renew it, the assistant stamps the new date on the date label and the charge is inserted in the current day's issue.

Advantages of the method

1. Easy to maintain a separate sequence for each return date.
2. The filed unit carries all information needed for preparing overdue notices.
3. Easy to limit the number of books issued to readers. This same function is effectively fulfilled by the Token charging system.

Meeting Room
Postal Library service.

Note that an exhaustive account of the lending library operations is given in the Staff Manual for Adult Lending Library. Notes on the East Africana, Reference and Postal Library Service have been included, therefore all assistants should endeavour to read the manual as objectively as possible.

Charging system

The Tanganyika Library Service uses the Browne's Charging system. This is the traditional method in British and American Librarianship. The book has a pocket and a book card bearing:

(a) class number
(b) accession number
(c) author's name
(d) short title.

The book card is housed in the pocket. The reader or borrower is issued with a ticket (pocket-like) bearing his name and address. In order to issue a book the book card is transferred into the ticket and the date of return stamped on the date label in the book. The arrangement of the charges is

(a) in alphabetical order of author's surname for fiction

(b) in order of class numbers for non-fiction

(c) in alphabetical order of author's surname for Swahili books.

Note that some libraries arrange the charges in order of accession numbers.

The filing is done in trays according to the date of return. During discharge, the book card is transferred from the reader's ticket to the book pocket and the ticket returned to the reader. If the book is not needed by other readers and the borrower wishes to renew it, the assistant stamps the new date on the date label and the charge is inserted in the current day's issue.

Advantages of the method

1. Easy to maintain a separate sequence for each return date.
2. The filed unit carries all information needed for preparing overdue notices.
3. Easy to limit the number of books issued to readers. This same function is effectively fulfilled by the Token charging system.
4. Unlike the Token charging system, Browne's method provides sufficient control over expensive bookstock.
5. The system does not require costly equipment compared with the photocharging and punched card methods. The latter are however, quite effective, cheap and quick when time of overhead costs has passed.

40/.....

6. Given sufficient staff on duty on any day, adequately designed equipment, Browne's method remains the contender.
7. With this method it is easy to detect the expiry date of the ticket because different coloured tickets are used each year.
8. Browne's method facilitates the clipping in the issue of books which are needed by other readers i.e. reserved.
9. Browne's method is economical in small libraries but not necessarily the most efficient.
10. No mechanical device is needed.

Disadvantages of the method

1. There are delays at peak times.
2. Atremendous amount of staff time is absorbed in book preparation, sorting and filing as well as shelving.
3. Takes time to discharge and queries may arise.
4. Book cards may be inserted into the wrong tickets.

Other methods

1. Newark charging system.
2. Detroit self-charging system
3. Visible Record charging system
4. Dickman Book charger system
5. Gaylord charging system
6. Photographic charging system
7. I.B.M. Circulation Control system
8. Token charging system.

All assistants should familiarise themselves with these charging systems and be able to compare them with Browne's method currently in use.in the Tanganyika Library Service. The book entitled Charging Systems by Helen Thornton Geer which can be found in Adult Lending, gives a vast amount of information on these methods.

Stock control and maintenance

All Adult Lending senior staff participate in book selection because they are constantly in touch with readers and know intimately their literary needs. The Stock Department coordinates all orders and may object to any book which it considers unsuitable. In practice however, the senior librarian is always consulted on doubtful cases. A Book Selection Policy document exists. Produced in 1968 it was based on experience and research into Tanzanian reading needs.

Physical condition of books and out of dateness.

8. Browne's method facilitates the clipping in the issue of books which are needed by other readers i.e. reserved.
9. Browne's method is economical in small libraries but not necessarily the most efficient.
10. No mechanical device is needed.

Disadvantages of the method

1. There are delays at peak times.
2. Atremendous amount of staff time is absorbed in book preparation, sorting and filing as well as shelving.
3. Takes time to discharge and queries may arise.
4. Book cards may be inserted into the wrong tickets.

Other methods

1. Newark charging system.
2. Detroit self-charging system
3. Visible Record charging system
4. Dickman Book charger system
5. Gaylord charging system
6. Photographic charging system
7. I.B.M. Circulation Control system
8. Token charging system.

All assistants should familiarise themselves with these charging systems and be able to compare them with Browne's method currently in use.in the Tanganyika Library Service. The book entitled Charging Systems by Helen Thornton Geer which can be found in Adult Lending, gives a vast amount of information on these methods.

Stock control and maintenance

All Adult Lending senior staff participate in book selection because they are constantly in touch with readers and know intimately their literary needs. The Stock Department coordinates all orders and may object to any book which it considers unsuitable. In practice however, the senior librarian is always consulted on doubtful cases. A Book Selection Policy document exists. Produced in 1968 it was based on experience and research into Tanzanian reading needs.

Physical condition of books and out of dateness.

Inevitably books become shabby, dirty and are subject to heavy wear and tear. Others become out of date and misleading especially in science and technology subjects. Some books disappear mysteriously. Therefore care is taken against such possibilities which may breed bookstock imbalance. In order to keep the bookstock in fairly good condition and to ensure that there is a balanced stock the following steps are taken:

(a) Stock taking
(b) Occasional systematic revision of various book stock classes.
(c) Examination of books by Lending Library staff to see what books are shabby, dirty and out of date.

Stock taking

Stocktaking is a painful task and depends (if it is to be done properly) upon the size of library, availability of staff and reliable records to check from. The Tanganyika Library Service has a scheme whereby sections of the stock are stocktaken every year. If stocktaking is well planned and done properly it has the following advantages:

(a) It brings the catalogues up to date.

(i) Stockcards are extracted from the shelf list;

(ii) Catalogue cards are extracted from the catalogues;

(iii) In cases where the missing books are last copies, the Master Stock Record cards are also extracted.

(iv) Where we had one book representing a subject, the subject index card may be withdrawn.

(b) Reveals losses of books therefore saves time that may be spent searching for books wanted by readers.

(c) Clears up many queries which beset even the best run libraries.

(d) May satisfy auditors that the bookstock is being properly managed.

(e) Weak and strong areas of the bookstock may be discovered and improvements made.

(f) If losses are particularly high, more stringent methods may be devised to control all outgoing readers.

Disadvantages of stock taking.

(a) Consumes much staff time which might be better spent because in many cases results are largely negative.

(b) Stocktaking is virtually impossible in a large library with thousands of books.

(c) If it is to be properly carried out, the library may have to be closed for several days, thus interrupting the service to readers.

Stock count

This is a deliberate effort to count physically and by classes how many books are on the shelves at a particular time of the year and possibly compare the resulting figures with books on loan. It must therefore be a one day task if accurate comparative figures are to be obtained.

Example:

Stock + issue count

Adult non-fiction

Class	Issue	Shelves	Issue and Shelves	Stock cards
300-309	58	606	664	670
310-319	2	24	26	27
320-329	125	1310	1435	1402
330-339	233	1651	1884	1913
340-341	102	214	316	428
350-369	179	557	736	675
370-379	81	1043	1124	1220
380-389	8	167	175	188
390-399	54	160	214	241

Advantages of stock and issue count

(1) Reveals what sections are issuing most, and which are not issuing; steps may consequently be made to improve weak classes by discarding useless books and ordering the more relevant books.

(2) If three or four stock counts show the same results, it may be necessary to revise the Book Selection Policy.

(3) The resultant figures may be used to compare with those of other service points.

(4) If after comparing the books in issue and on shelves with the stockcards, the number of missing books is unusually big, steps may be taken to do stock taking in order to arrive at a more realistic figure of losses and discover the actual books missing.

NB. Some libraries employ a Stock Editor with a good knowledge of bibliographies and books who may be engaged in checking systematically the entire library's bookstock to discover deficiencies and effect improvements by additions to stock. In the process of executing this task, all unsuitable and poor books are withdrawn. Such an officer is normally attached to the Book Order, Stock or Bibliographical Division of a Department. The Tanganyika Library Service has not come to a stage of having a Stock Editor. Even if it did, shortage of professional librarians at the present time would render this impossible. With the growth and expansion of the service, consideration may be made to appoint such an officer. At the moment, the Librarians of the Lending Library execute the Stock Editor's functions.

Book binding and repair

With adequate funds, books are discarded or replaced before getting beyond repair. The advent of the plastic jacket or lamination material has made it possible to preserve the original covers of books and hence their general attractiveness. Repair of books in Adult Lending is an unceasing task. Books which are repaired normally fall into the following categories:

(a) Books which have not outlived their usefulness and which can withstand a few more issues.

(b) Books with partially damaged spines.

(c) Books with loose covers or pages.

Binding of books is an important task which any library must undertake. The Tanganyika Library Service is becoming more and more conscious of the need to bind paperback non-fiction, and irreplaceable books. At the present time the Tanganyika Library Service does not have a home bindery and therefore relies upon the overseas and local commercial binders. The Lending Library, like other Tanganyika Library Service points, decided on which books merit binding. The Stock Department coordinates all books earmarked for binding, and by virtue of this function, it holds the Binding Vote for the entire library system. Most of the books coming from Britain are pre-bound. Like book repair, binding adds tremendously to the attractiveness of the bookstock especially if material and colour are well chosen, and if good trimming of the edges is properly done.

To sum up, the stock of the Adult Lending is kept up to date and in an attractive condition by the following methods:

1. Stocktaking
2. Stock count
3. Systematic examination of books on the shelves class by class, withdrawing and replacing the unfit books.
4. Typing new tackytite labels which carry the class number etc.
5. Laminating books with transparent material which are also not susceptible to dirt.
6. Simple repair of books.
7. Ordering of new books and adhering to the Book Selection Policy document and according to the expressed and potential readers' needs.

Statistics

Statistics are kept in the Tanganyika Library Service for the following reasons:

1. They show growth, use and cost of service.
2. The Tanganyika Library Services Board is statistics conscious and judges the success of the Library Service by a constant increase in issue and reader statistics.

jacket or lamination material has made it possible to preserve the original covers of books and hence their general attractiveness. Repair of books in Adult Lending is an unceasing task. Books which are repaired normally fall into the following categories:

(a) Books which have not outlived their usefulness and which can withstand a few more issues.

(b) Books with partially damaged spines.

(c) Books with loose covers or pages.

Binding of books is an important task which any library must undertake. The Tanganyika Library Service is becoming more and more conscious of the need to bind paperback non-fiction, and irreplaceable books. At the present time the Tanganyika Library Service does not have a home bindery and therefore relies upon the overseas and local commercial binders. The Lending Library, like other Tanganyika Library Service points, decided on which books merit binding. The Stock Department coordinates all books earmarked for binding, and by virtue of this function, it holds the Binding Vote for the entire library system. Most of the books coming from Britain are pre-bound. Like book repair, binding adds tremendously to the attractiveness of the bookstock especially if material and colour are well chosen, and if good trimming of the edges is properly done.

To sum up, the stock of the Adult Lending is kept up to date and in an attractive condition by the following methods:

1. Stocktaking
2. Stock count
3. Systematic examination of books on the shelves class by class, withdrawing and replacing the unfit books.
4. Typing new tackytite labels which carry the class number etc.
5. Laminating books with transparent material which are also not susceptible to dirt.
6. Simple repair of books.
7. Ordering of new books and adhering to the Book Selection Policy document and according to the expressed and potential readers' needs.

Statistics

Statistics are kept in the Tanganyika Library Service for the following reasons:

1. They show growth, use and cost of service.
2. The Tanganyika Library Services Board is statistics conscious and judges the success of the Library Service by a constant increase in issue and reader statistics.
3. Certain figures can be useful to the Director of Library Services in advancing claims for additional funds, staff, etc.
4. Statistics can be used to compare with other libraries of comparable size.

The following are the kinds of statistics kept:

1. Issue statistics
2. Reader statistics
3. Financial statistics
4. Bookstock - basic, yearly additions and withdrawals.

5. Staff statistics
6. T.L.S. service points - branches, mobiles and vans
7. Population statistics
8. Equipment i.e. inventory.

Service to readers

A large number of people coming into the library do not know how and where to find books or information they want. Apparently some like to feel that they know where they can find their material i.e. they don't want to admit their ignorance, Some of those who seek for assistance from library staff lack the ability to communicate. Some readers i.e. professional people, know their fields well, while others are amateurs or just literate. All these people have to be served and treated as individuals so that we develop a well balanced staff-reader relationship. A successful reader service must of necessity depend on mutual understanding between the library and the readers, and on the part of the staff, knowledge of sources of information and personalities. To sum up, all staff should cultivate the following qualities, if they are to execute their daily work satisfactorily:

1. Ability to comprehend easily and to receive communication.
2. Imagination, resourcefulness, and tact.
3. Enthusiasm to serve.
4. Persistence
5. A sense of duty or responsibility
6. Humility
7. Love of books and people.
8. Speed, accuracy and clarity.

The Enquiries Desk

This is where a new reader gets the first impression of the Library. Therefore careful handling of readers by the staff at the Enquiries Desk is extremely important. Any library staff assigned to sit at this desk should know the following:

1. Periodicals Request Form.
2. Readers Declaration Form
3. Cash Receipt Book
4. Request for photocopying Form
5. East Africana keys.
6. Handouts
7. The bibliographies i.e. BBIP, BNB, etc.
8. The Catalogue i.e. author, classified, subject and title indexes.
9. Arrangement of books on the shelves.
10. Subject specialist interests of staff who may be helpful in solving difficult points.
11. What East Africana and Reference Sections offer.

Apart from the above things, all staff are expected to know all out-counter and in-counter routines:

Out-counter :

1. Borrowers Register
2. Request Service records
3. Books awaiting collection
4. Registration of new members - critical examination of the membership application and checking against the register.
5. Filing
6. Checking all outgoing readers to ensure that no unauthorised books go out of the Library - including East Africana and Reference books.
7. Statistics and how to record them.

In-counter :

(a) Records kept

1. Daily issue files
2. Loans from Branches file
3. Loans to Branches file
4. Books borrowed from Branches and returned
5. Loans to the Children's Library
6. Readers tickets file
7. Queries files.

Stock records kept

Non-fiction)
Fiction)
Swahili) Staff should be able to
Easy readers) to locate these.
Irrecoverables)
Periodicals)

Exhibition and Meeting Room

This room is used for:

1. Exhibitions of paintings, sculptures and drawings, etc.
2. Examinations usually conducted by the Ministry of National Education.
3. Meetings and discussion groups.
4. Films.

The real importance to the Library of all such activities is that they enable the public to see the Library facilities at their disposal.

Note that there are standing rules and regulations governing the use of the Exhibition and Meeting Room. They can be consulted on request from the Senior or Lending Librarian.

Out-counter :

1. Borrowers Register
2. Request Service records
3. Books awaiting collection
4. Registration of new members - critical examination of the membership application and checking against the register.
5. Filing
6. Checking all outgoing readers to ensure that no unauthorised books go out of the Library - including East Africana and Reference books.
7. Statistics and how to record them.

In-counter :

(a) Records kept

1. Daily issue files
2. Loans from Branches file
3. Loans to Branches file
4. Books borrowed from Branches and returned
5. Loans to the Children's Library
6. Readers tickets file
7. Queries files.

Stock records kept

Non-fiction)
Fiction) Staff should be able to
Swahili) to locate these.
Easy readers)
Irrecoverables)
Periodicals)

Exhibition and Meeting Room

This room is used for:

1. Exhibitions of paintings, sculptures and drawings, etc.
2. Examinations usually conducted by the Ministry of National Education.
3. Meetings and discussion groups.
4. Films.

The real importance to the Library of all such activities is that they enable the public to see the Library facilities at their disposal.

Note that there are standing rules and regulations governing the use of the Exhibition and Meeting Room. They can be consulted on request from the Senior or Lending Librarian.

Procedure on Requests

1. Readers requests

Any member of the library who wishes to make a request for a certain book can do so through the request service made available to readers in the lending libraries of all the service points. All the reader has to do, is to fill in one of the request cards, giving the particulars of the book ie. author and title and if possible, any bibliographical details, and hand it in at the enquiry desk.

The next job for the librarian to do is to check the catalogue to find out whether the book requested is in the stock of the library or not. If it is, it will be checked on the shelf and in the issues. Once found, the reader will be informed about it and will be asked to come and collect the book from the library.

On the other hand if the librarian finds that the book is not in the library's stock she will try and get all the bibliographical details through the few bibliographies that are available in the lending library. Failing that, all the requests are forwarded to the bibliographical librarian in the Stock Department. In the Stock Department where the bibliographical service forms a small unit, are housed some of the major bibliographies like; Library of Congress National Union Catalogue, Cumulative Book Index, British National Bibliography, Books in Print, British Books in Print, Bookseller, etc. For the requests for which no bibliographical details are found, the librarian will trace the details from any one of these bibliographies. Once the details have been found, the Senior Librarian, Stock Department will assess the worth of the book; whether the book would be well used in the library and whether there will be a demand for such a book, or whether it will fill the gap in the appropriate subject. The assessment is mainly based on the subject of the book, the publisher and the price. If the book is found to be too specialised and costly, arrangements will be made to borrow that book from other libraries in Dar es Salaam, through an inter-library loan scheme. If the book in question cannot be supplied by any one of the libraries in Dar es Salaam, arrangements will be made to borrow that book from the National Central Library in London, if the reader is prepared to pay for the postage.

However, if the book requested is found to be a popular one, and in great demand by the general public, it will be placed on order straight away; and the reader will be notified about it.

As soon as the requested books arrive, priority is given to those books for cataloguing, and they are processed as soon as possible to satisfy the readers requests.

Routines instructions programme

This programme is conducted when we have a large intake of library assistants, usually at the beginning of the year.

Objectives:

the catalogue to find out whether the book requested is in the stock of the library or not. If it is, it will be checked on the shelf and in the issues. Once found, the reader will be informed about it and will be asked to come and collect the book from the library.

On the other hand if the librarian finds that the book is not in the library's stock she will try and get all the bibliographical details through the few bibliographies that are available in the lending library. Failing that, all the requests are forwarded to the bibliographical librarian in the Stock Department. In the Stock Department where the bibliographical service forms a small unit, are housed some of the major bibliographies like: Library of Congress National Union Catalogue, Cumulative Book Index, British National Bibliography, Books in Print, British Books in Print, Bookseller, etc. For the requests for which no bibliographical details are found, the librarian will trace the details from any one of these bibliographies. Once the details have been found, the Senior Librarian, Stock Department will assess the worth of the book; whether the book would be well used in the library and whether there will be a demand for such a book, or whether it will fill the gap in the appropriate subject. The assessment is mainly based on the subject of the book, the publisher and the price. If the book is found to be too specialised and costly, arrangements will be made to borrow that book from other libraries in Dar es Salaam, through an inter-library loan scheme. If the book in question cannot be supplied by any one of the libraries in Dar es Salaam, arrangements will be made to borrow that book from the National Central Library in London, if the reader is prepared to pay for the postage.

However, if the book requested is found to be a popular one, and in great demand by the general public, it will be placed on order straight away; and the reader will be notified about it.

As soon as the requested books arrive, priority is given to those books for cataloguing, and they are processed as soon as possible to satisfy the readers requests.

Routines instructions programme

This programme is conducted when we have a large intake of library assistants, usually at the beginning of the year.

Objectives:

1. To make assistants take a pride in the profession of librarianship and have an awareness of its importance in the social scheme of things.
2. To stimulate the assistants' interest and curiosity and instil in them an extrovert attitude to people and affairs.
3. To enable the assistants' to learn routines within a short period and therefore improve their performance.
4. It is a deliberate inculcation, right from the start, of a sense of personal worth and dependability of the importance of each assistant as a member of a team.

47/.....

Reference Service

General service

Provides a selection of reference books covering a wide variety of topics; provides a general information service.

Quick reference facilities

Reference books such as telephone and post office directories, trade directories, dictionaries, etc., which provide instant information.

Stock

T.L.S. has the basic stock of reference books which all libraries should provide. It is adapted to local needs, e.g. With the emphasis in Tanzania on education, a reference textbook collection is provided.

The stock is arranged in classified order with a few reference books placed out of sequence for easy access e.g. encyclopaedias and trade directories.

Indexing

The 'Nationalist' and a large number of periodicals are indexed.

Staff duties

Answering reference enquiries and readers' advisory work; book selection and discarding of material; indexing of newspapers and periodicals; sorting through propaganda material for the vertical file.

Assistance to readers

Reference enquiries; general enquiries.

Study facilities

120 desks. Some of these are attached to the reference shelves for ease when consulting the reference books.

Standard reference books:

Encyclopaedia Britannica. London 1970. 24 vols. Invaluable source for answering simple, factual questions. Provides outline information on most topics, presented in a clear, unbiased form. 23 vols. of text with topics arranged alphabetically. 1 vol. of maps, plus a general index. Policy of continuous revision so that over a period of 10 years all articles are revised. Very reliable.

Oxford English Dictionary. Oxford 1933. 13 vols. Aims to include all words in the English language in use since 1150. Gives pronunciation and meaning, together with variations in usage and examples demonstrating its use at various periods in the history of the language. Abridgement of this work is Shorter Oxford English Dictionary in 2 vols.

Standard English-Swahili and Swahili-English dictionaries published by Inter-Territorial Language Committee of the East African Dependencies, London, O.U.P. 1939.

Europa Yearbook. London, 1970. 2 vols. published annually. Vol. 1 contains information on International organisations and on European countries, while Vol. 2 covers the countries of Africa, the Americas, Asia and Australasia. Information on constitution and government; area and population; education; finance; trade and commerce; production, etc.

Telephone Directory, Tanzania. Alphabetical listing of telephone subscribers giving address/ Box No. and telephone number. Sections at the front of the directory cover mainland Tanzania government telephone numbers, the Zanzibar government and the East African Community. Revised regularly. Thereare also telephone directories for Kenya and Uganda.

Post Office Directory, Tanzania. Can be used to find the Box. No. of a known person, through the alphabetical listing of subscribers, or can be used to find the name of the subscriber to a certain Box No. through the numerical listing of box numbers. Revised at intervals. There are post office directories for Kenya and Uganda also.

Kelly's Directory of Merchants and Manufacturers. London. 2 vols. Published annually. Vol. 1 covers U.K. Vol. 2 covers Europe, Africa, America, Oceania. Geographical subdivisions. In each subdivision 2 broad sections (1) calssified list of trades giving names of manufacturers for each trade. (2) Alphabetical listing of names of manufacturers giving addresses, etc.

Central and East African Directory. Ndola. Published annually. Has sections covering East Africa, Zambia, Malawi, Rhodesia and Mauritius.

Times Atlas of the World. London. 1955-1959. 5 vols. A very comprehensive general atals. Each vol. has its own index or gazetteer which comprise in all 200,000 place names.

Atlas of Tanzania. Surveys & Mapping Division, Ministry of Lands, Settlement & Water Development, 1967. Contains a great deal of useful information including maps of geology and soils, rainfall, fisheries, population density, etc.

Who's Who. London: Black. Published annually. Provides information on prominent, living English people. International coverage provided by International Who's Who. London: Europa Publications. Annual.

Who's Who in East Africa. Marco Surveys. Published at intervals.

East Africana

The Tanganyika Library Service is one of the two libraries in Tanzania which are eligible to get all the material published in Tanzania through the legal deposit Act. East Africana (hereafter referred to as E.A.) houses, in addition to the materials acquired in the ordinary channels, all these legal deposit materials. In addition to legal deposit books, most of the materials are purchased, a few are obtained through exchange and rarely through gifts.

Scope of material

The E.A. Section is composed of materials dealing with the East African countries, i.e. Tanzania, Uganda and Kenya, particularly Tanzania. Items covering other neighbouring countries like Ruanda and Burundi are also included if they give substantial information on Tanzania. This is particularly true of the German works covering the former German East Africa.

The aim is to acquire all sorts of relevant materials in all subjects covering this geographical area, whether they are in the form of books, pampblets, periodicals, reports, research papers, newspapers, maps or microfilms, etc., and regardless of where they are published. All materials published in Tanzania and all materials written by Tanzanians regardless of where they are domiciled are acquired.

Language coverage

Emphasis is on materials written in English and Swahili, though works appearing in tribal languages, German, and a few others are also included, and if there are no translations of such works.

Ordering

The procedure of ordering new books is the same as in other departments. Many times catalogues and B.N.B. are sent up from Stock Department, and the librarian in-charge of E.A. marks what is relevant for E.A. as well as the Adult Lending Library and returns the same to Stock Department. Bibliographies appearing in new books and periodicals, as well as the Gazette and newspapers are also a good source of ordering new books.

Arrangement of material

Fiction books are arranged in alphabetical order by authors, non-fiction books in classified order. The pamphlet materials (i.e. those marked with "P" upon cataloguing) are housed in pamphlet boxes in class order. There is an oversize shelf for oversize books.

Back issues of annual reports of the ministries and other institutions like the EACSO (The East African Community) are shelved at the shelf behind the librarian's desk, with the anticipation of sending them to be bound one day.

Acts and revised laws are shelved separately from books. Back issues of some periodicals are also shelved at the back of the librarian's desk. Other materials which are not catalogued and classified such as the Gazette, Government Circulars, etc. are housed in pamphlet boxes clearly labelled.

Catalogue

The catalogue is in class order and author order. The title index is interfiled with the author index in one alphabetical order. Some of the catalogue drawers are devoted to the Acts index (for explanation of this index see below).

Daily routine

Each morning make sure that materials used the previous day are put in their proper places and that the shelves are tidy.

When new books come

Check that each book has a corresponding stock card. See that the accession number on the stock card is the same as that appearing inside the book and also check that the class no. on the card is the same as that on the spine of the book. Normally the accession no. in the book is on the verso side of the title page. Copy the class no. which appears on the spine and on the card above or below this accession no. in the book, in pencil.

If the class no. on the card and that on the spine of the book differ or if the accession numbers on the stock card and in the book differ, return the same to Stock Department for correction.

When you have checked all the new books, count the stock cards and enter the figures in the Stock Sheet according to the divisions, i.e. ANF, AF, Swahili, and Junior. The books thus checked are ready for shelving. Also make sure that the books have proper stationery. Sometimes mistakes can be made and one can find Reference Lables in E.A. books.

Other materials coming in

These include the Gazette which comes in every week, the directory of public corporations, Tanzania directory, monthly reports of Agricultural Extension Services from various regions, etc. These should be filed in their proper boxes and in order immediately.

Withdrawals

The cards of the withdrawn book should be withdrawn from the catalogue and sent to Stock Department for proper adjustment in the main catalogue.

Use of E.A.

All genuine readers of E.A. materials have access to the room, but usually students reading their own notes are not allowed in. Children are also not allowed in. They should use the children's department.

It is important that the room is under constant supervision. The aim is to preserve as well as to let the the materials be used, but the main point is to see that books from E.A. are not lost. For this reason, usually there is a member of staff present all the time. If no other staff is available to take charge and if there are no readers, the door should be locked, and the key deposited with the member of staff at the enquiries desk, and the notice "Please ask at the enquiries desk if you wish to use this room" should be placed on the door.

No books are lent to any reader. Photocopies are available of any material in stock on payment of a charge. Loans are permissible to branch libraries on condition that the material, on reaching them, is not lent out to readers, but used in the library concerned as a reference book. Records of such loans are filed in East Africana behind the guide card "Loans to branches".

Some of the works that are already in progress

1. Acts Index.

   Is completed from 1921 to date, in alphabetical order, but new acts need to be indexed as they come in. Subsidiary legislations (or Acts Supplements) have also been indexed from 1964. These two are interfiled. Each Act is filed followed by its subsidiary legislations i.e. The main Act comes first, followed by its amendments if any, and then its rules, regulations, orders, proclamations etc. The idea of filing these subsidiary legislations immediately after the main Act is quite important as some readers will not know the supplement number of the rule or order of a certain act they want. They ask for an Act and then enquire if there are rules, orders, or regulations of such an Act. This is easy as one just looks behind the actual Act to see if there are any.

2. Alphabetical Bills Index.

   This has also been completed from 1950-1969 and more bills are being indexed.

3. Tribes Index. Any material on Tanzanian tribes should be indexed and added to the tribes index.

4. Area Index. Area index has also been started and is a good idea to continue it. For example people ask for information on Kilwa, Ujiji, Bagamoyo, etc. The area index should be of use in this matter.

5. Periodicals housed in E.A. that have been indexed.

   (a) Uganda Journal
   (b) Azania Journal
   (c) T.N.R. (Tanzania Notes and Records)
   (d) Journal of the East Africa & Uganda Natural History - all volumes presently in E.A.

6. "Uhuru" has also been indexed from 1964.

   Index to the Gazette has also been started

7. Press Releases from the E.A. Community and Ministry of Information have been indexed.

of a charge. Loans are permissible to branch libraries on condition that the material, on reaching them, is not lent out to readers, but used in the library concerned as a reference book. Records of such loans are filed in East Africana behind the guide card "Loans to branches".

Some of the works that are already in progress

1. Acts Index.

   Is completed from 1921 to date, in alphabetical order, but new acts need to be indexed as they come in. Subsidiary legislations (or Acts Supplements) have also been indexed from 1964. These two are interfiled. Each Act is filed followed by its subsidiary legislations i.e. The main Act comes first, followed by its amendments if any, and then its rules, regulations, orders, proclamations etc. The idea of filing these subsidiary legislations immediately after the main Act is quite important as some readers will not know the supplement number of the rule or order of a certain act they want. They ask for an Act and then enquire if there are rules, orders, or regulations of such an Act. This is easy as one just looks behind the actual Act to see if there are any.

2. Alphabetical Bills Index.

   This has also been completed from 1950-1969 and more bills are being indexed.

3. Tribes Index. Any material on Tanzanian tribes should be indexed and added to the tribes index.

4. Area Index. Area index has also been started and is a good idea to continue it. For example people ask for information on Kilwa, Ujiji, Bagamoyo, etc. The area index should be of use in this matter.

5. Periodicals housed in E.A. that have been indexed.

   (a) Uganda Journal
   (b) Azania Journal
   (c) T.N.R. (Tanzania Notes and Records)
   (d) Journal of the East Africa & Uganda Natural History - all volumes presently in E.A.

6. "Uhuru" has also been indexed from 1964.

   Index to the Gazette has also been started

7. Press Releases from the E.A. Community and Ministry of Information have been indexed.

Some useful lists in E.A.

(a) Exchange lists, i.e. a list of books which the T.L.S. can offer to other libraries for exchange purposes.

(b) A list of periodicals taken - this should be kept up to date.

(c) Catalogue of Mrs. E. Rutishauser's valuable books on Africa.

(d) Filing: a basic guide to T.L.S. practice. All these are kept in the desk drawers.

A preliminary list of works; out of print books; theses and periodical articles on Tanzania has been started, and is useful to try to contact second-hand booksellers for these materials - through the Stock Department.

C. CHILDREN'S & SCHOOLS SERVICES

(a) Children's services

Registration of readers:

All primary and secondary school children should register in the children's department. Primary school children should fill in yellow forms which have to be signed by the child's father or mother. An identity card, driver's licence or any other official document has to be shown as proof of the P.O. Box number.

Secondary school students have to complete blue forms which have to be signed by the form teachers and also have the school stamp on the reverse side of the membership form.

Students from the Technical College or attending private courses must join the adult library.

Ticket regulations:

All readers are entitled to 2 tickets.

Secondary school students (Forms 2-6) receive blue tickets which can be used in both the children's and adult libraries.

Primary school pupils and Form I students receive 2 yellow tickets and these can be used only in the children's library.

Arrangement of books

Books are arranged in the following manner:

The picture books are kept in the kinder boxes. All these books have a blue spot on them.

The easy readers have a purple spot on them and are kept in the fiction section.

Fiction books for older children are shelved in order of author.

Non-fiction books are arranged according to the class number.

Reference books are kept at the back of the Library.

Overdue procedure

Reminders are sent for overdue books as follows:

2 weeks overdue	1st post card
1 month overdue	2nd post card
6 weeks overdue	overdue letter
Over 2 months overdue	Final letter addressed to the school.
4 months overdue	Reader blacklisted
6 months overdue	Book written off the stock.

The van visits the school for books overdue from both the adult and the junior departments.

Special Activities

Story hours

Stories are told every Wednesday at 3.00 p.m. in Swahili and 3.30 p.m. in English. All children under ten are welcome.

Children's Magazine

Gazeti la Watoto is a magazine which is published by this Department once every four months. Articles are contributed by the children andothers interested. As from this year (i.e. January 1971) subscriptions have been introduced. The rates are as follows:

Tanzania and the rest of Africa	Shs.10/-
Overseas	Shs.15/-

Single copies can be bought on payment of 2/50 (excluding postage).

Talks to new members

All new members (Primary school children) have to attend the introductory talk before they can have their tickets. These are held on Wednesdays at 4.00 p.m. in Swahili and 4.15 in English.

(b) Schools Department services.

1. Exhibition collection of books suitable for secondary school libraries. A selection aid. Housed at the Central Library, Dar es Salaam. Ideally should circulate to reach all schools. Of limited value until the financing of school libraries is put on a secure footing.

2(a) Booklist of accessions in the children's library, Dar es Salaam which are recommended for secondary schools are sent to schools at 3 monthly intervals.

(b) Book reviews: Annotated booklists and reviews by subject teachers are coordinated at T.L.S. and distributed quarterly.

(c) List of periodicals for secondary school libraries.

3. Manual for school libraries. Compiled to guide teacher/librarians in the organisation of their libraries and to encourage uniformity.

4. School mobile library service. Initially to secondary schools in Morogoro, Iringa and Dodoma. Surveys were made in August, 1970 in order to assess what was needed to be done to help bring libraries up to a fairly uniform pattern in stationery and organisation. It is intended that the service will provide books to supplement the school's own basic collection. Schools should provide reference material; The Tanganyika Library Service should provide bacground and recreational material. The mobile will visit schools twice each term. The service will give access to a greater variety of books than a school can provide for itself. The mobile librarian will help school librarians with the organisation of their libraries, offer advice, attempt to keep up with problems of school libraries and try to solve them.

5. Model school libraries. Established with UNESCO assistance at Mazengo, Iringa Girls' School and Mbumbe. The T.L.S. Schools Department catalogued and classified the books.

6. Weeding of unsuitable donations. The T.L.S. staff assist schools. The TL.S. acts as receiver of donations for schools and prevents completely uncritical acceptance of gifts.

7. Advice is given on library planning and furnishing; staffing; financing; book ordering; and various other library processes.

8. Training of teacher/librarians. Seminars for practising teacher/librarians are ehld and an optional course in library science is given to third year students at the University of Dar es Salaam who will be teachers in secondary schools.

Book selection for schools.

Library books are used in schools for three different purposes, namely to obtain information, to build up a body of organised knowledge and to enjoy an imaginative experience. We call the activities involved reference, study and recreative reading. The activities often overlap and the purposes are indistinguishable - study involves reference, and recreative reading often results in both information and knowledge - but the three divisions form convenient headings for us to bear in mind when selecting material for the library.

Book selection is one of the most important but one of the most difficult of the librarians tasks. Its general aims are :

1. To provide material to meet the needs of the readers, both for work in school and for recreation in the widest sense - both for information and imagination. To suggest that the school library should concern itself solely with 'work books' and that children should look elsewhere for their recreational reading, is educationally unsound and quite impracticable. One of the functions of the library is to present a picture of human experience as a whole; and so there should at least be a token representation of all subjects.

2. To maintain a balance between the needs of different subjects, interests and ages, so that a lopsided collection is avoided. In particular, the needs of younger children should not be forgotten, nor the needs of backward children;

3. To establish and maintain a standard of quality. At each stage books should be as good of their kind as possible, and not only accuracy and literary quality, but also attractiveness of presentation and format should be taken into account in judging whether a book should be added.

It is important to lay down a long term policy and work to it consistently, and to plan ahead of demand. Books have often stimulated an interest which otherwise might never have been aroused.

Some principle problems in book selection.

1. Basic stock

There is a minimum provision of books without which a library cannot function efficiently. This is termed basic stock. It includes the indispensable books of general reference, and a nucleus of books covering the subjects and interests to be represented, including fiction. The provision of this minimum general stock must be a first charge on funds for a new or newly organised library. The size of the school has little bearing on the size of the basic collection. A capital grant should be allocated specifically for basic stock at the outset, distinct from the annual library grant.

A general indication of the ground which the basic stock should cover may be given.

Subjects include:

Most of the works of general reference
School librarianship
The Bible and religion
Mythology

The nation and the community (politics, elementary economics, law, education, defence forces, commerce)

Science and its main branches and the story of scientific discovery.
Applied science and inventions
Medicine (the body, health and disease, first aid)
Engineering (including railways, motors, ships aeroplanes, wireless and various forms of civil engineering)

Farming

2. To maintain a balance between the needs of different subjects, interests and ages, so that a lopsided collection is avoided. In particular, the needs of younger children should not be forgotten, nor the needs of backward children;

3. To establish and maintain a standard of quality. At each stage books should be as good of their kind as possible, and not only accuracy and literary quality, but also attractiveness of presentation and format should be taken into account in judging whether a book should be added.

It is important to lay down a long term policy and work to it consistently, and to plan ahead of demand. Books have often stimulated an interest which otherwise might never have been aroused.

Some principle problems in book selection.

1. Basic stock

There is a minimum provision of books without which a library cannot function efficiently. This is termed basic stock. It includes the indispensable books of general reference, and a nucleus of books covering the subjects and interests to be represented, including fiction. The provision of this minimum general stock must be a first charge on funds for a new or newly organised library. The size of the school has little bearing on the size of the basic collection. A capital grant should be allocated specifically for basic stock at the outset, distinct from the annual library grant.

A general indication of the ground which the basic stock should cover may be given.

Subjects include:

Most of the works of general reference
School librarianship
The Bible and religion
Mythology

The nation and the community (politics, elementary economics, law, education, defence forces, commerce)

Science and its main branches and the story of scientific discovery.
Applied science and inventions
Medicine (the body, health and disease, first aid)
Engineering (including railways, motors, ships aeroplanes, wireless and various forms of civil engineering)

Farming

Domestic subjects

Industries

Art (including architecture, sculpture, painting, music)

Recreations and sports

Language and literature, English and Swahili and any other languages taught in the school, with translations of great literature of other languages.

History

Geography and travel

Lives of famous men and women

56/.....

Above all interests of special concern to children should not be forgotten e.g. hobbies, scouting and guiding, careers and fiction should be well represented.

The books will naturally be chosen as the best available to form the nucleus of each subject, and the process of building up the library afterwards will consist in supplementing this basic collection.

Estimates of the size of a basic collection range from 800 recommended in the Carnegie Report of 1936 to 1,600 as recommended by the School Library Association in their draft report. A work in several volumes for this purpose counts as a single title. The whole basic collection will hardly be purchased in a single block; the purchase may well be spread over several months.

General Reference

In the general reference section of the library the following kinds of books are needed:

A large encyclopaedia

Large and small English dictionaries

Swahili dictionary

Literary books of reference, including dictionaries of literature, quotations, mythology, biographical dictionary.

Annuals and yearbooks

Atlas,

Post Office Guide

Local directories covering East Africa, Tanzania or local regions.

Timetables for air, train, steamers, and if available buses.

Balance

In planning the ordered growth of the library, a system of proportional allocation of funds has been found useful, the total annual grant being divided into a number of units allotted to the different subjects and needs of the library.

In the actual instance the grant is divided into forty units, of which eighteen are allotted to school subjects in varying proportions, mathematics for instance, obviously needing less than history; seven to papers and periodicals; six to rebinding and repairs; the balance going to recreational and general reading, including fiction. A date is fixed, by which accounts have to be made up, and before which money allocated to each purpose must be spent; otherwise it returns to the general fund. In such a system the spending

The books will naturally be chosen as the best available to form the nucleus of each subject, and the process of building up the library afterwards will consist in supplementing this basic collection.

Estimates of the size of a basic collection range from 800 recommended in the Carnegie Report of 1936 to 1,600 as recommended by the School Library Association in their draft report. A work in several volumes for this purpose counts as a single title. The whole basic collection will hardly be purchased in a single block; the purchase may well be spread over several months.

General Reference

In the general reference section of the library the following kinds of books are needed:

A large encyclopaedia

Large and small English dictionaries

Swahili dictionary

Literary books of reference, including dictionaries of literature, quotations, mythology, biographical dictionary.

Annuals and yearbooks

Atlas,

Post Office Guide

Local directories covering East Africa, Tanzania or local regions.

Timetables for air, train, steamers, and if available buses.

Balance

In planning the ordered growth of the library, a system of proportional allocation of funds has been found useful, the total annual grant being divided into a number of units allotted to the different subjects and needs of the library.

In the actual instance the grant is divided into forty units, of which eighteen are allotted to school subjects in varying proportions, mathematics for instance, obviously needing less than history; seven to papers and periodicals; six to rebinding and repairs; the balance going to recreational and general reading, including fiction. A date is fixed, by which accounts have to be made up, and before which money allocated to each purpose must be spent; otherwise it returns to the general fund. In such a system the spending of the allocated units naturally follows the recommendation of the subject teachers concerned; but it is the duty of the librarian to see that the needs of all parts of the school are kept in view, so that the library does not become what is virtually a staff or upper school library. The system need not be rigid; there is nothing to prevent variations from year to year, as, for instance, to meet some special demand. Within the subject allocation the subject teacher naturally bears in mind any particular work planned for the year, such as a special period in history or a subject to be

treated as a project e.g. Wild life of East Africa. In this way as the special needs of each year are met, a good all round collection is gradually being built up. It is the librarian's responsibility to see that the best use is made of the funds available, and especially to provide for the extremely important sector of book selection not covered by school subjects.

Discarding

The process of discarding is complimentary to that of book selection. It is important to keep the library free from material no longer of practical use because it is either physically worn out or out of date. In the case of a worn out book, the normal routine of selection will decide whether it should be replaced with a new copy or whether it is better to buy another book on the same subject. Subject teachers and others interested should be invited regularly to look through sections of the library for out of date books. It must, however, be remembered that a book which is out of date in some respects may be worth keeping for some particular chapter, or for historical interest (e.g. an early manual of chemistry). Old copies of annuals like Whitaker should not be discarded, as they are useful in library class work.

Choice of edition

In choosing his books the librarian should pay attention not only to the content of the books he purchases, but also to their physical make-up, the quality of their binding and paper, of their typography and illustrations. Where books of information are concerned, there is usually no choice; one must choose a treatise on light according to its contents, irrespective of its format. But there is a large range of books whose material is of permanent human interest - the great imaginative works of literature, especially poetry, drama and classical fiction; the classics of religion, science, travel, history; books containing illustrations of great art - architecture, sculpture, painting - books in short which do not go out of date. Here the librarian should do all he can to make sure that the editions he buys are worthy. Large books of first rate illustration of architecture, painting and sculpture are often worth many books of criticism.

Aids to book selection.

The best ground for judgment of a book is personal knowledge both of the book and those who will read it. But the most active school librarian is incompetent to judge outside his own field of interest, nor can he keep abreast with what exists or is published. He will therefore look to every dependable source of information to which he has access.

met, a good all round collection is gradually being built up. It is the librarian's responsibility to see that the best use is made of the funds available, and especially to provide for the extremely important sector of book selection not covered by school subjects.

Discarding

The process of discarding is complimentary to that of book selection. It is important to keep the library free from material no longer of practical use because it is either physically worn out or out of date. In the case of a worn out book, the normal routine of selection will decide whether it should be replaced with a new copy or whether it is better to buy another book on the same subject. Subject teachers and others interested should be invited regularly to look through sections of the library for out of date books. It must, however, be remembered that a book which is out of date in some respects may be worth keeping for some particular chapter, or for historical interest (e.g. an early manual of chemistry). Old copies of annuals like Whitaker should not be discarded, as they are useful in library class work.

Choice of edition

In choosing his books the librarian should pay attention not only to the content of the books he purchases, but also to their physical make-up, the quality of their binding and paper, of their typography and illustrations. Where books of information are concerned, there is usually no choice; one must choose a treatise on light according to its contents, irrespective of its format. But there is a large range of books whose material is of permanent human interest - the great imaginative works of literature, especially poetry, drama and classical fiction; the classics of religion, science, travel, history; books containing illustrations of great art - architecture, sculpture, painting - books in short which do not go out of date. Here the librarian should do all he can to make sure that the editions he buys are worthy. Large books of first rate illustration of architecture, painting and sculpture are often worth many books of criticism.

Aids to book selection.

The best ground for judgment of a book is personal knowledge both of the book and those who will read it. But the most active school librarian is incompetent to judge outside his own field of interest, nor can he keep abreast with what exists or is published. He will therefore look to every dependable source of information to which he has access.

Colleagues and pupils

The school librarian should always welcome suggestions from every quarter. Help from within the school is particularly welcome as it is evidence of an active interest in the work of the library - the best possible augury for its success as an educational influence in the school. Suggestion books kept in the common room for the staff, and

in the library for the school, help to crystallize this interest. Many schools have selection committees, separate or joint, of staff and pupils. The help of school societies may be invited.

The public library

The most helpful service that the public library can offer to the school librarian is help in the choice of books. The public or national library is in a position to order far more widely than any school. The school librarian should try and make a point of seeing as far as possible all new publications when in the areas where a public library service is offered. Especially the children's books and books of general interest.

Local booksellers.

A good local bookseller will have in stock only what he knows he can sell which in this country will limit the range to the very popular and low priced, but at the same time it is a source for local material and gives the school librarian opportunity to see and handle new books.

Book exhibitions and book weeks.

From time to time exhibitions of books are held in centres throughout Tanzania which can be of valuable assistance as an aid to book selection as the books exhibited are usually expensive and well produced and would not normally be seen in bookshops. One National Book Week was held last year where a special section was devoted to school libraries. This we hope to repeat.

Booklists.

For the guidance of the school librarian by far the most useful lists are selective lists provided with brief annotations decribing the scope of each book listed. Many such lists have been issued by associations interested in special fields of study: by education authorities and by libraries. The School Library Association has produced a number of these lists drawn up usually in collaboration with an appropriate subject association and similar lists have appeared in the School Library Review. The National Book League issues selective lists which are usually sponsored by an organisation interested in the subject in question.

Reviews.

These are the most valuable source of information on current publications. It is not possible to enumerate them all but for general purposes the following weekly periodicals are especially worthy. The Times Literary Supplement, New Statesman, Time and Tide, Listener, Spectator, John O'London's Weekly and also the

committees, separate or joint, of staff and pupils. The help of school societies may be invited.

The public library

The most helpful service that the public library can offer to the school librarian is help in the choice of books. The public or national library is in a position to order far more widely than any school. The school librarian should try and make a point of seeing as far as possible all new publications when in the areas where a public library service is offered. Especially the children's books and books of general interest.

Local booksellers.

A good local bookseller will have in stock only what he knows he can sell which in this country will limit the range to the very popular and low priced, but at the same time it is a source for local material and gives the school librarian opportunity to see and handle new books.

Book exhibitions and book weeks.

From time to time exhibitions of books are held in centres throughout Tanzania which can be of valuable assistance as an aid to book selection as the books exhibited are usually expensive and well produced and would not normally be seen in bookshops. One National Book Week was held last year where a special section was devoted to school libraries. This we hope to repeat.

Booklists.

For the guidance of the school librarian by far the most useful lists are selective lists provided with brief annotations decribing the scope of each book listed. Many such lists have been issued by associations interested in special fields of study: by education authorities and by libraries. The School Library Association has produced a number of these lists drawn up usually in collaboration with an appropriate subject association and similar lists have appeared in the School Library Review. The National Book League issues selective lists which are usually sponsored by an organisation interested in the subject in question.

Reviews.

These are the most valuable source of information on current publications. It is not possible to enumerate them all but for general purposes the following weekly periodicals are especially worthy. The Times Literary Supplement, New Statesman, Time and Tide, Listener, Spectator, John O'London's Weekly and also the national Sunday Newspapers. For special subjects the various professional journals should be consulted.

In these journals the reviews will only cover adult books. The reviews of children's books are only to be found in a few reviewing periodicals - Junior Bookshelf, Growing Point, twice yearly in the Children's Supplement of the Times Literary Supplement, The Horn Book, and Children's Book News, and Books for your Children.

Publishers catalogues

These should be treated with caution as they are designed to sell the books. Useful for checking purposes. Some are annotated. A general monthly list of publications arranged in rough Dewey order is obtainable in 'Books of the Month'. 'Whitakers Cumulative Booklist' lists new publications progressively each year.

Care of library material

"Your borrowers of books,
those mutilators of
collections, spoilers of
the symmetry of shelves,
and creators of odd volumes".

- Charles Lamb -

In tropical countries books have to be protected from the ravages of insects, dampness, dust and sunshire. To ensure maximum life out of a library book certain measures and care have to be taken.

(a) Insects such as cockroaches, termites, bookworms are the biggest menace to books in the tropics. Keep all insects out of the building, as far as possible, by screening windows with mosquito wire. Before making books available for loan, brush with insecticide down the gutter margin, in front and at the back of the book. Insecticide acts as a protection against insects. Book solution is obtainable from Mansoor Daya Ltd., Dar es Salaam.

(b) Sunshine helps free books from various insects but owing to its heat and its rays it also damages them. Where direct sublight cannot otherwise be avoided, it should be filtered through curtains or through blinds.

(c) All books and shelves must be dusted thoroughly as a daily routine. As an added protection against dust, books should be covered with plastic jackets or they should be laminated with self-adhesive plastic film.

Self-adhesive plastic cover, commercially known by different names like Esacover, Vistafoil, Takibak, etc. by different firms producing them.

Proper handling of books.

Attention should be drawn to the following bad practices which are all too common: turning a page down to mark a place; keeping an open book upsidedown instead of using a book mark; writing upon the surface of a page; handling books with dirty hands; and allowing bits of food to fall between the pages while reading and enjoying a snack at the same time.

If readers are to take care of the books, it is important that the library should have a well-kept appearance. The presence of torn books and a general shabby appearance will create disrespect for the books and will encourage readers to treat books badly.

Proper methods of shelving books.

The method of shelving will also affect the amount of repair and binding.

(a) Ensure that books stand upright on the shelves and that book supports are used to hold them. When books lean sideways, not only do they look untidy, but also a continuous strain is imposed on the sewing and binding.

(b) Avoid tight packing of the books on the shelves. The reader is compelled to pull a book out by the spine, and this very often results in ripping loose the top of the spine of the covering.

(c) Store outsize books on shelves deep enough to hold them safely, so that a minimum friction is imposed on books when sehlving or withdrawing them. Keep them upright or flat as in the case of exceptionally large volumes, e.g. Times atlas but never halfway.

Maintenance of the collection.

Early detection of damage and dirt and prompt treatment is the basic principle in maintaining good condition of the books.

(a) Returned books should be checked before shelving for any signs of damage or dirt.

(b) Books in need of attention should be put on a separate shelf for the librarian to see.

(c) The librarian should then decide whether the book should be mended, discarded or replaced.

(d) The books should then be sorted into appropriate groups for repair, withdrawal, binding, etc.

(e) The methodical way of handling books for repair is to attach a slip of paper to every book, stating what is to be done; e.g. Repair tear using magic transparent tape. The paper slip reamins with the book until the work is completed and checked.

The following points should be considered when making a decision:

1. Mending

The well intentioned practice of mending a book in order to keep it in circulation a little longer often impairs rather

Proper methods of shelving books.

The method of shelving will also affect the amount of repair and binding.

(a) Ensure that books stand upright on the shelves and that book supports are used to hold them. When books lean sideways, not only do they look untidy, but also a continuous strain is imposed on the sewing and binding.

(b) Avoid tight packing of the books on the shelves. The reader is compelled to pull a book out by the spine, and this very often results in ripping loose the top of the spine of the covering.

(c) Store outsize books on shelves deep enough to hold them safely, so that a minimum friction is imposed on books when sehlving or withdrawing them. Keep them upright or flat as in the case of exceptionally large volumes, e.g. Times atlas but never halfway.

Maintenance of the collection.

Early detection of damage and dirt and prompt treatment is the basic principle in maintaining good condition of the books.

(a) Returned books should be checked before shelving for any signs of damage or dirt.

(b) Books in need of attention should be put on a separate shelf for the librarian to see.

(c) The librarian should then decide whether the book should be mended, discarded or replaced.

(d) The books should then be sorted into appropriate groups for repair, withdrawal, binding, etc.

(e) The methodical way of handling books for repair is to attach a slip of paper to every book, stating what is to be done; e.g. Repair tear using magic transparent tape. The paper slip reamins with the book until the work is completed and checked.

The following points should be considered when making a decision:

1. Mending

The well intentioned practice of mending a book in order to keep it in circulation a little longer often impairs rather than improves the appearance. Very often valuable books are seriously damaged in the attempt to mend them at the library. Good mending required training; poor mending may easily spoil a book.

Mending should be limited to simple operations such as mending loose or torn pages, torn spines, or corners of pages. If it is anything more than this, e.g. if the dewing of the book has become loose, repair is not practicable and the book should be rebound, withdrawn or discarded. It is economical in the long run to rebind books of permanent value.

Avoid using too much glue or paste as the excess runs between the pages and makes them impossible to separate. Avoid the use of cellotape as it tends to collect dirt.

61/.....

2. Binding

When making a decision concerning binding, the librarian will have to take into account different categories of books. Each book should be weighed as to its present and future value. In many libraries books which may have some importance in themselves may be passed over when binding is needed because other and later volumes will fully meet the needs of the students.

3. Rare books

When such material does appear it may have been badly damaged. Such books should be trusted to binders experienced in special work. Alternatively a slip case can be used to protect rare books and it is recommended that these books be withdrawn from circulation and produced only on request.

4. Withdrawing

Withdraw from circulation damaged or irreparable copies of once popular titles for which there may be future demand; keep them in storage to be produced when the need arises. Similarly rare books beyond repair, useful for the information they contain, can be removed from the lending shelves into storage.

Withdraw from a library collection books that are no longer in demand, are badly damaged, and which are extremely dirty and unattractive in appearance.

5. Cleaning

Clean immediately any dirty marks in the books.

GLOSSARY OF LIBRARY TERMS

LIBRARIAN ... One who has charge of the books, contents and administration of a library

CATALOGUER... A librarian who determines the forms of entry and prepares the bibliographical descriptions for a catalogue, and, in many libraries classifies the books and assigns subject headings.

CATALOGUE... A list of books, pamphlets, etc., arranged according to some definite plan. It records, describes and indexes the resources of a collection, a library, or a group of libraries. It is usually prepared on cards filed alphabetically in card catalogue cabinets in libraries.

STOCK...1. All the books in a library, or 2. All the books available for sale by a bookseller or publisher.

BOOK... A bound volume, or a volume of some size, distinguished from a pamphlet.

VOLUME... A book distinguished from other books or from other major divisions of the same work by having its own inclusive title page.

PAMPHLET... A publication of not more than 80 or 100 pages fastened together but not bound; usually enclosed in paper covers.

SERIAL... A publication issued in successive parts, usually at regular intervals, and, as a rule, intended to be continued indefinitely. Serials include periodicals, annuals, proceedings and transactions of societies, etc.

PERIODICAL... A publication with a distinctive title intended to appear in successive (usually unbound) numbers or parts at stated or regular intervals and, as a rule, for an indefinite time. Each part generally contains articles by several contributors. Newspapers and the memoirs, proceedings, journals, etc., of societies are not considered periodicals under the rules for cataloguing.

Parts of a book:

DUST-JACKET... (Also known as book jacket) A detachable wrapper, plain or printed, flush with the covers at head and tail, but folded over between the cover (both front and back) and the book proper.

CASE... (As used in binding) The cover for a book which is made completely before being attached to a book by means of the end-papers and sometimes tapes in addition.

GLOSSARY OF LIBRARY TERMS

LIBRARIAN ... One who has charge of the books, contents and administration of a library

CATALOGUER... A librarian who determines the forms of entry and prepares the bibliographical descriptions for a catalogue, and, in many libraries classifies the books and assigns subject headings.

CATALOGUE... A list of books, pamphlets, etc., arranged according to some definite plan. It records, describes and indexes the resources of a collection, a library, or a group of libraries. It is usually prepared on cards filed alphabetically in card catalogue cabinets in libraries.

STOCK...1. All the books in a library, or 2. All the books available for sale by a bookseller or publisher.

BOOK... A bound volume, or a volume of some size, distinguished from a pamphlet.

VOLUME... A book distinguished from other books or from other major divisions of the same work by having its own inclusive title page.

PAMPHLET... A publication of not more than 80 or 100 pages fastened together but not bound; usually enclosed in paper covers.

SERIAL... A publication issued in successive parts, usually at regular intervals, and, as a rule, intended to be continued indefinitely. Serials include periodicals, annuals, proceedings and transactions of societies, etc.

PERIODICAL... A publication with a distinctive title intended to appear in successive (usually unbound) numbers or parts at stated or regular intervals and, as a rule, for an indefinite time. Each part generally contains articles by several contributors. Newspapers and the memoirs, proceedings, journals, etc., of societies are not considered periodicals under the rules for cataloguing.

Parts of a book:

DUST-JACKET... (Also known as book jacket) A detachable wrapper, plain or printed, flush with the covers at head and tail, but folded over between the cover (both front and back) and the book proper.

CASE... (As used in binding) The cover for a book which is made completely before being attached to a book by means of the end-papers and sometimes tapes in addition.

SLIP CASE... A cardboard box made to fit one or more volumes published together, and open at the front to show the titles.

ENDPAPERS. A sheet of paper at each end of a book which is inserted by the binder to help fasten the sewn sections to the cover. One half, the 'paste-down endpaper' is pasted on to a cover of the book (with the tapes between); the other, the 'free endpaper' is pasted with a narrow strip of paste at the fold to the end of a section. End papers may be left plain, but are frequently used for maps and tables.

FLY LEAF... A blank leaf at the beginning or end of a book, usually in addition to the loose leaf of the endpaper and next to it.

HALF-TITLE... The brief title of a book appearing on the recto of the leaf preceding the title-page.

RECTO... The right-hand page of an open book or manuscript, usually bearing an odd page number.

VERSO,,, The left-hand page of an open book or manuscript, usually bearing an even page number.

FRONTISPIECE... Any pictorial representation at the front of a book, usually facing the title page, and as a rule unnumbered.

TITLE PAGE... A page at the beginning of a book or work bearing its full title and usually, though not necessarily, the author's (editor's etc.) name and the imprint.

DEDICATION... The author's inscription to a person or persons testifying respect, and often recommending the work to his (or their) special protection and favour, appearing usually on the recto of the leaf following the title page.

FOREWARD... (Also known as PREFACE) The author's reasons for writing, and his afterthoughts. It indicates the scope, history, and purpose of the book and the class of readers for whom it is intended, and expresses thanks to helpers.

CONTENTS, TABLE OF... A list of the 'preliminaries' and chapter headings of a book in their correct order, or of articles in a periodical, with the numbers of the pages on which they begin.

TEXT...1. The main part of a book, as distinguished from preliminaries, appendix, index, etc. 2. The type matter of a page, as distinguished from the illustrations and margins.

APPENDIX... Matter which comes at the end of the text and contains notes too long for footnotes; tables of figures, tables of statistics, or other items for which there is no room in the body of the book, or which from the nature of the information is more suitably placed at the end of the text.

BIBLIOGRAPHY. A list of books, maps, etc. on a specific subject or about a specific person. A bibliography differs from a catalogue in not being necessarily a list

book, usually in addition to the loose leaf of the endpaper and next to it.

HALF-TITLE... The brief title of a book appearing on the recto of the leaf preceding the title-page.

RECTO... The right-hand page of an open book or manuscript, usually bearing an odd page number.

VERSO,,, The left-hand page of an open book or manuscript, usually bearing an even page number.

FRONTISPIECE... Any pictorial representation at the front of a book, usually facing the title page, and as a rule unnumbered.

TITLE PAGE... A page at the beginning of a book or work bearing its full title and usually, though not necessarily, the author's (editor's etc.) name and the imprint.

DEDICATION... The author's inscription to a person or persons testifying respect, and often recommending the work to his (or their) special protection and favour, appearing usually on the recto of the leaf following the title page.

FOREWARD... (Also known as PREFACE) The author's reasons for writing, and his afterthoughts. It indicates the scope, history, and purpose of the book and the class of readers for whom it is intended, and expresses thanks to helpers.

CONTENTS, TABLE OF... A list of the 'preliminaries' and chapter headings of a book in their correct order, or of articles in a periodical, with the numbers of the pages on which they begin.

TEXT...1. The main part of a book, as distinguished from preliminaries, appendix, index, etc. 2. The type matter of a page, as distinguished from the illustrations and margins.

APPENDIX... Matter which comes at the end of the text and contains notes too long for footnotes; tables of figures, tables of statistics, or other items for which there is no room in the body of the book, or which from the nature of the information is more suitably placed at the end of the text.

BIBLIOGRAPHY. A list of books, maps, etc. on a specific subject or about a specific person. A bibliography differs from a catalogue in not being necessarily a list of materials in a collection or a library. Such a bibliography is often a list of materials used by the author in writing the book, or alternatively a selected list of works for further reading.

INDEX... An alphabetical list of topics, names, etc., treated in a book or group of books, with references to the exact location where they occur, usually the page but frequently the entry number.

SECTION... The unit of paper which is printed, folded and sewn, and which, together with other sections goes to make up a printed book.

SIGNATURE...1. A section. 2. The letter or number, or their combination, printed at the foot of the first page and sometimes on subsequent leaves of a section as a guide to the binder in arranging them in their correct order (usually ommitted in American books).

FOOTNOTES... Notes at the foot of a page, usually in smaller type than the text, giving a reference, an authority, or an elucidation of matter in the text above.

PAGINATION... The system of numbers by which the consecutive pages of a book or MS. are marked to indicate their order. Pagination was rare until 1500 AD. and not really common until 1590 AD.

RUNNING TITLE... The title that runs through a book or section of a book, repeated at the head of each page or at the top of the left-hand pages.

BINDER'S TITLE... The title lettered on the back of a book when re-bound.

COVER TITLE... The title of a book placed on a publisher's binding.

COLOPHON... Particulars of printer, place and date of printing, title, name of author, and publishers' or printer's device, found at the end of manuscripts and early printed books. It is frequently found in early printed books, and occasionally in modern. The device of the printer or publisher if not accompanied by other information would not constitute a colophon.

Cataloguing terminology:

AUTHOR... In the broader sense, the maker of the book or the person or body immediately responsible for its exististence. Thus, a person who collects and puts together the writings of several authors (compiler or editor) may be said to be the author of a collection. A corporate body may be considered the author of publications issued in its name or by its authority.

TITLE... Ordinarily, the name by which the work is designated on its title page, and --- usually --- distinguished from any other work.

EDITION... All the impressions of a work printed at any time or times from one setting of type, including those printed from stereotype or electrotype plates from that setting provided, however, that there is no substantial change in make-up, format, or character of the resulting book.

REVISED EDITION... A new edition with the text of the original edition changed and corrected and sometimes with additions that supplement it or bring it up to

correct order (usually ommitted in American books).

FOOTNOTES... Notes at the foot of a page, usually in smaller type than the text, giving a reference, an authority, or an elucidation of matter in the text above.

PAGINATION... The system of numbers by which the consecutive pages of a book or MS. are marked to indicate their order. Pagination was rare until 1500 AD. and not really common until 1590 AD.

RUNNING TITLE... The title that runs through a book or section of a book, repeated at the head of each page or at the top of the left-hand pages.

BINDER'S TITLE... The title lettered on the back of a book when re-bound.

COVER TITLE... The title of a book placed on a publisher's binding.

COLOPHON... Particulars of printer, place and date of printing, title, name of author, and publishers' or printer's device, found at the end of manuscripts and early printed books. It is frequently found in early printed books, and occasionally in modern. The device of the printer or publisher if not accompanied by other information would not constitute a colophon.

Cataloguing terminology:

AUTHOR... In the broader sense, the maker of the book or the person or body immediately responsible for its exististence. Thus, a person who collects and puts together the writings of several authors (compiler or editor) may be said to be the author of a collection. A corporate body may be considered the author of publications issued in its name or by its authority.

TITLE... Ordinarily, the name by which the work is designated on its title page, and --- usually --- distinguished from any other work.

EDITION... All the impressions of a work printed at any time or times from one setting of type, including those printed from stereotype or electrotype plates from that setting provided, however, that there is no substantial change in make-up, format, or character of the resulting book.

REVISED EDITION. A new edition with the text of the original edition changed and corrected and sometimes with additions that supplement it or bring it up to date.

ISSUE... (EDITION, Etc.) Specifically a distinct group of copies of an edition, distinguished from the rest by more or less slight but well defined variations in the printed matter. Different issues are those in which intentional changes have been made without resetting the type for the whole work.

REPRINT... A new printing, without material alteration from new or original type or plates. A textual reprint is one whose text follows exactly that of a particular edition.

REPRINT EDITION.... A cheap edition of a standard work or of a popular copyrighted work from plates used in the regular trade edition, usually issued through agreement with the original publisher.

IMPRINT... The place and date of publication, and the name of the publisher or the printer (or sometimes both); ordinarily printed at the foot of the title page.

COLLATION... That part of the catalogue entry which describes the work as a material object, enumerating its volumes, pages, size, etc., and the type and character of its illustrations.

COPYRIGHT... The exclusive privilege of publishing and selling a work, granted by a government to an author, composer, artist, etc.

COPYRIGHT DATE... The date of copyright as given in the book, as a rule on the back of the title leaf.

IMPRINT DATE... (TITLE PAGE DATE) The year of publication or printing as specified on the title page.

PUBLICATION DATE... The year in which a book is published, generally the date given at the bottom of the title page, in distinction from copyright and other dates. Also known as the Date of Publication.

PUBLISHER... The person, firm, or corporate body undertaking the responsibility for the issue of a book or other printed matter to the public.

OUT OF PRINT... A book is out of print when the publisher has no more copies for sale. Abbreviation: O.P.

SERIES... A number of separate works, usually related to one another in subject or otherwise, issued in succession, normally by the same publisher and in uniform style, with a collective title which generally appears at the head of the title page, on the half title, or on the cover.

SERIES NOTE... In a catalogue or a bibliography, a note stating the name of a series to which a book belongs. The series note ordinarily follows the collation.

VOLUME...1. In a bibliographical sense, a book distinguished from other books or from other major divisions of the same work by having its own inclusive title page. 2. For library statistical purposes, any printed, typewritten, mimeographed, or processed work, bound or unbound, which has been catalogued and fully prepared for use.

PAGINATION... That part of the collation which states the number of pages, or pages and leaves, contained in a book. Also called Paging.

agreement with the original publisher.

IMPRINT... The place and date of publication, and the name of the publisher or the printer (or sometimes both); ordinarily printed at the foot of the title page.

COLLATION... That part of the catalogue entry which describes the work as a material object, enumerating its volumes, pages, size, etc., and the type and character of its illustrations.

COPYRIGHT... The exclusive privilege of publishing and selling a work, granted by a government to an author, composer, artist, etc.

COPYRIGHT DATE... The date of copyright as given in the book, as a rule on the back of the title leaf.

IMPRINT DATE... (TITLE PAGE DATE) The year of publication or printing as specified on the title page.

PUBLICATION DATE... The year in which a book is published, generally the date given at the bottom of the title page, in distinction from copyright and other dates. Also known as the Date of Publication.

PUBLISHER... The person, firm, or corporate body undertaking the responsibility for the issue of a book or other printed matter to the public.

OUT OF PRINT... A book is out of print when the publisher has no more copies for sale. Abbreviation: O.P.

SERIES... A number of separate works, usually related to one another in subject or otherwise, issued in succession, normally by the same publisher and in uniform style, with a collective title which generally appears at the head of the title page, on the half title, or on the cover.

SERIES NOTE... In a catalogue or a bibliography, a note stating the name of a series to which a book belongs. The series note ordinarily follows the collation.

VOLUME...1. In a bibliographical sense, a book distinguished from other books or from other major divisions of the same work by having its own inclusive title page. 2. For library statistical purposes, any printed, typewritten, mimeographed, or processed work, bound or unbound, which has been catalogued and fully prepared for use.

PAGINATION... That part of the collation which states the number of pages, or pages and leaves, contained in a book. Also called Paging.

ILLUSTRATION.... A pictorial or other representation in or belonging to a book. In a narrow sense the term stands for illustrations within the text (i.e., those which form part of the text page, or which are printed on a leaf bearing, on the reverse side, text other than a mere descriptive legend. Normally such illustrations are included in the pagination.

PLATE... A full page of illustration on a page which normally is blank on the other side. The reverse may, however, bear another plate. The leaf is usually of special (heavy) paper and may not be included in the pagination.

DIAGRAM... An illustrative figure which represents, in outline or in general form only; the general plan or relative position of the parts of an object.

MAP... A representation of a part or the whole of the surface of the earth or of a celestial body, delineated on a place surface, each point in the drawing intended to correspond to a geographical or a celesital position.

FACSIMILE... As used in collation, an exact reproduction of manuscript or letterpress matter, or of music.

PORTRAIT.... A likeness of a person. In collation it is generally not used for a caricature or when the person is of secondary importance to the scene.

HEADING... In cataloguing this is the word, name, or phrase at the head of an entry by which the card is filed.

NOTES... In cataloguing, an item on the catalogue card below the collation and main body of the card.

CONTENTS NOTE... A note on a catalogue card that lists the contents of a work.

Classification Terminology:

CLASSIFICATION.....1. A systematic scheme for the arrangement and other material according to subject or form. 2. The assigning of books to their proper places in a system of classification.

CLASSIFICATION SCHEDULE... The printed scheme of a particular system of classification.

CLASSIFICATION SYSTEM... A particular scheme of classification, such as the Decimal Classification and the Library of Congress Classification.

CLASS NUMBER... The notation added to a book and to its entry in a catalogue to show the class to which it belongs and to indicate its location on the shelves of a library, in accordance with the classification scheme in use. Sometimes called Class Mark.

NOTATION... A system of symbols, generally letters and figures, used separately or in combination, to represent the divisions of a Classification scheme.

GENERALIA CLASS... The main class of a classification which is reserved for books on many subjects such as encyclopaedias.

FORM CLASSES... Those parts of a classification in which [illegible] according to the form in which

relative position of the parts of an object.

MAP... A representation of a part or the whole of the surface of the earth or of a celestial body, delineated on a place surface, each point in the drawing intended to correspond to a geographical or a celesital position.

FACSIMILE... As used in collation, an exact reproduction of manuscript or letterpress matter, or of music.

PORTRAIT.... A likeness of a person. In collation it is generally not used for a caricature or when the person is of secondary importance to the scene.

HEADING... In cataloguing this is the word, name, or phrase at the head of an entry by which the card is filed.

NOTES... In cataloguing, an item on the catalogue card below the collation and main body of the card.

CONTENTS NOTE... A note on a catalogue card that lists the contents of a work.

Classification Terminology:

CLASSIFICATION.....1. A systematic scheme for the arrangement and other material according to subject or form. 2. The assigning of books to their proper places in a system of classification.

CLASSIFICATION SCHEDULE... The printed scheme of a particular system of classification.

CLASSIFICATION SYSTEM... A particular scheme of classification, such as the Decimal Classification and the Library of Congress Classification.

CLASS NUMBER... The notation added to a book and to its entry in a catalogue to show the class to which it belongs and to indicate its location on the shelves of a library, in accordance with the classification scheme in use. Sometimes called Class Mark.

NOTATION... A system of symbols, generally letters and figures, used separately or in combination, to represent the divisions of a Classification scheme.

GENERALIA CLASS... The main class of a classification which is reserved for books on many subjects such as encyclopaedias.

FORM CLASSES... Those parts of a classification in which the books are arranged according to the form in which they are written, e.g. poetry, drama, fiction, essays, etc., the subjects of the books being ignored.

FORM DIVISIONS... Adjuncts to a classification which enable books to be arranged (within their subject) according to the form in which they are written. There are two kinds of forms division: Outer Form indicates books in which the contents are arranged in a particular way, or according to the form of writing, as essay, bibliography, peridocial. Subjective, or Inner Form, indicates modes of approach such as the theory, history or philosophy of a subject.

MNEMONICS... Symbols of the notation of a classification which have the same meaning where they occur throughout the schedules.

MNEMONIC CHARACTERISTIC.... The use of symbols in such a manner that they have more or less constant meaning when applied anywhere in a classification scheme.